

# Break

## What region?

If devolution to English regions is to be seriously considered, then the North-west would be a prime candidate for semi-autonomous status. On the map, the region from Manchester to the border—Lancashire and Cumbria—is the MG as its spine, looks geographically satisfactory. There are even some signs in education of a regionalist ethos emerging, more than elsewhere. Closer examination makes the whole idea of such regionalism look implausible.

Manchester, in some sense the natural capital for such a region, has its own unique democratic civic tradition, of a peculiarly urban kind. In education terms it is beset with the difficulties of the inner cities—cut off from its hinterland by a grid of un sympathetic authorities such as Trafford and Tameside. What can the education be in the region seems to be limited not in Manchester but on the windswept campus of Lancaster University beside the MG.

The university's vice-chancellor, Charles Carter, has been anxious to perform a regional function, and education has been one of his principal interests. During his training when it started in 1964, the university has made a virtue of adversity. It set up education as an academic degree subject in its own right; its school of education, proved over the highly political, colourful and mischievous figure of Professor Alec Ross, the validating body for five teacher training centres in Lancashire and one in Cumbria; it is one of the best known centres of education research in the country; Neville Bennett (primary schools), Noel Entwistle (learning in higher education), Gareth Williams (16 to 19 study), Dame Kathleen Ollerenshaw (administration, local government, administrative women remainers).

In 1973, before money for anything vanished, the university in pursuit of links with its region set up a centre for educational research. Eric O'Hare and a second teacher from Lancashire are engaged in visiting schools, and teachers' centres, so that, as Noel Entwistle, who presides over the schools part of the enterprise, put it: "We can offer a service to teachers to help them do their own research and can help disseminate research findings."

Thus Eric O'Hare is a member of a group of Cumbria heads and teachers who will meet for the first time on Tuesday to discuss what might be done about the secondary curriculum in the county—a follow up of the inspectors' reports as yet somewhat obscure initiatives in this field.

But this is a Cumbria initiative, receiving its impetus mainly from the local, and from Michael Preston, director of studies at Charlotte Mason College, Cumbria's only teacher training institution (one of three validated by Lancaster). It is not a regional initiative. It has for example, no built-in link with the much more advanced pilot project on the secondary curriculum in Lancashire.

On the contrary, the project is marked by all the tentativeness of a new idea. The aim is to set up a standing conference of interested heads, senior officers of the authority, advisers and academics to meet from time to time, "initially to identify areas of the secondary curriculum which people are concerned about, and subsequently to produce occasional papers arising from discussions of the curriculum for the benefit of other colleagues, to act as a point of reference in the event of further useful initiatives from bodies such as the DES and CBI, to investigate areas of possible research, etc."

Statement sent out by Peter Butler, director of education for Cumbria, "The Institute for Research and Development in post compulsory education at Lancaster provides another example of mender beginning in regional cooperation. The institute is now consisted mainly of Professor Gareth Williams's department which was engaged, among other things, in DES—16 to 19-year-olds for the Lord Crowther Trust, by which the institute was set up. At the beginning of this month, however, David Moore joined the institute on full-time secondment. He is principal of Nelson and Colne College, Lancashire, one of the most flamboyant successful of the tertiary colleges which are rapidly becoming the vogue. He is also adviser to the House of Commons Select Committee looking into attendance in education."

David Moore's brief while at Lancaster is to try to extend the work of the institute. In his own words, described as a contract research for local authorities—a sort of two-way level of secondment because it gives them to people who want to research questions to which the institute would act as agent. It would also provide an opportunity for staff development outside particular institutions and outside the ambit of the local authority.

The institute, it is further hoped, might act as agent for L.C.A.s or for companies. An L.C.A. might want, for example, to commission a feasibility study for going over to tertiary colleges (a growth area there). A company might want a quick course in Swahili for solution planning to capture the East African bedding market (an actual case at Nelson and Colne).

And then there is the possibility of expanding the open access course pioneered at Nelson. Cumbria is interested in this one. Peter Butler hopes to get it going in Workington. It may also catch on at the City of Liverpool College.

This is a two-year foundation course for people over 23 who have no A levels. It is validated by Lancaster and qualifies for admission to the university. So far no one has reached that stage, but Nelson and Colne has nearly 100 students in the pipeline.

But such initiatives are a far cry from any coordinated regional planning. For the most part they depend on the self-interested philanthropy of the university. And success is expected to have to be about 10 to 20 per cent — £700,000—from its budget.

Charles Carter reckons they could just manage that. But it will leave anything for expansion and for anything for philanthropy. Nor are local authorities likely to have either cash or energy to spare on happy get-togethers in the vicarious times ahead.

Add to that that Cumbria in any case has divided loyalities regional council, the northern part looking across the Pennines as Newcastle—and any idea of a nascent regionalism looks wholly unconvincing.



"It's not just the free lunches. They've ended the staff take-away too."

## No value judgment

Neville Bennett is listed up at Lancaster with a huge pile of computer printouts to analyse—the rest of the first stage of his Schools Council project on open plan primary schools.

The books he's looking at are those of the price of being futuristic. Lectures, broadcasts, television. He says he does not turn down such invitations. He feels that if he casts off his research into teaching styles in primary school to find his own way, his findings will be still further distorted by the pressure of those who wish to damn all progressive methods. He's off to lecture on the subject in Australia shortly. Meanwhile he has a full teaching load at Lancaster.

The open plan study, which he is at pains to point out is a fact finding not an evaluative study (a number of people particularly those keen on open plan schools seem to have got the idea that he's going to sum up against them) is an schedule. Eminent questionnaires have gone to all the open plan schools in the country. They arrived the very week that Teaching Styles and Pupil Progress was published. This perhaps, accounts for the slight misunderstanding and the slight low —70 per cent—rate of response.

The questionnaires ask about such things as team teaching, size of numbers, organization of the day, from part-timers, but out of the school as well as other questions about attitudes and training.

The next stage is to study 24 schools in more detail. A team of three will visit the school one after another to look at the use of space, the movement of individual children and teaching groups in the school, and the organization respectively. The third year of the study, starting in the summer, will deal with costs.

The end result will be a description of the range and variety of ways in which teachers are working in such schools. No, repeat no, value judgments.

## Pearl or rock?

The moon, a pearl of the necklace of the universe. A colossus of rock in the sky. But an acorn to most of us.

This poem was written by Tim Cox for the maladjusted Wandswoth. His enthusiasm was set off by a proliferation of poems, stories, riddles and more from other boys in the school. Last month, the school newsletter, expressions of vision, naive, comments on violence, innocence and archetypally all that different, really, from the well-adjusted literary of the magazine.

## Next week

H. G. Macintosh outlines a programme for administering the 16-plus examination. Harry Ree and Pat Darcy review the new teaching methods. Third world books: historical, cultural, political, economic, anthropological—special part of book reviews. Publishing today: Noel Hughes at the economic difficulties which British publishers are facing. Books: Classics and religious education textbooks. TES Extra: Travel.

## Smartie pants

Lynxes were pouncing all over the place in Inner London last week and falling flat on their snouts, rather. On Monday the London Evening Standard took the Inner London Education Authority to task for not knowing, apparently, whether the school population was currently rising or falling. A sharp-eyed reporter had noticed that, according to the agenda for Tuesday's education committee, the authority was recategorizing children because of declining rolls while installing extra television sets to provide for rising numbers.

True on paper, but there was something wrong with the paper. The education department did spend £38,000 more than authorized on installing tellyes, and it was partly

## Moment of truth for the colleges

The college closures and reductions announced this week are the inevitable consequence of trying not to train more teachers than there are likely to be jobs (page 3).

This policy has obvious advantages. It avoids the frustration and agitation created by the existence of large numbers of unemployed young teachers. It also provides an opportunity for improving the academic standard of those entering the teaching profession. It is a pity in this respect that it is not coupled with a raised entry requirement of two A levels and O levels which include both mathematics and English. But even without such requirements, as numbers have begun to contract, so the proportion of entrants with A levels has increased.

This may be good news for schools and for teachers in training. It is however bad news for those sixth formers without two A levels who have had the best first access to higher education through teacher training. In each of the past two years some 10,000 students without A levels have gone into higher education in this way, as have some thousands of others with one A level.

Their exclusion now is reflected in the revised targets for higher education. These go down from 600,000 to 560,000 (page 9). Part of this fall is accounted for by expected reductions in the numbers of overseas students, but it also includes about 15,000 people who would have gone into teacher training.

Meanwhile the institutions whose teacher training numbers are being cut are seeking to diversify into new degree and DipHE courses, most of them validated by the C.N.A.A. All these courses normally require two A levels for 18-year-olds—though there are some notably flexible pilot projects such as that at the North-East London Polytechnic, and there is more flexibility for mature students.

The colleges now have to find a completely new clientele at a time when there is some uncertainty about the demand for higher education from qualified sixth formers. There is not much sign that anyone has given any serious thought to what the less well qualified might usefully be encouraged to do. They can go out to work—if they can get a job—for three years and then return to higher education later as mature students. They can, the DES says, go into further education, nursing, HND courses (for those with one A level), TEC and BEC courses. But the further education sector is struggling under cuts and is preoccupied with the priority it is being asked to give to 16- to 19-year-olds. Local authorities are cutting back on discretionary grants in some areas. Above all there is an overwhelming impression that the blocking off of what has been one of the main avenues to higher education, notably for young women, has been no one's particular concern.

# Mercury scare: DES dither on danger in labs

by Bob Doe

A government warning to science teachers about the dangers of mercury has been held up in Whitehall for four years. It is thought the delay is because its safety recommendation would cost too much.

The existence of the DES warning notice came to light this week after more than a hundred children in a Newcastle upon Tyne school were rushed to hospital with suspected mercury poisoning. They had all been exposed to mercury vapour after a thermometer burst. They were later discharged.

But, despite the false alarm, the incident highlights the considerable hazards associated with mercury. Quite apart from poisoning by contact and swallowing, it gives off a harmful vapour even at room temperature and even more so when heated. In chronic cases it can cause swelling of the mouth and gums, tremors, damage to the kidneys and emotional instability.

The DES's booklet, *Safety in science laboratories*, mentions that dangerous vapours can build up in poorly ventilated laboratories and that "even in very low concentration the vapours are very toxic over a long period."

But it gives no indication of what these dangerous levels are or how schools should be sure they are not being exceeded. There is, though, a footnote to the effect that it might be an interesting experiment for sixth-formers to find out.

There is evidence, too, of rare, but extremely unpleasant, danger with mercury. A very few individuals can be made hypersensitive to it by exposure to quite small quantities, and though the existence of such sensitising substances is noted in the DES safety handbook, no mention is made of mercury being one.

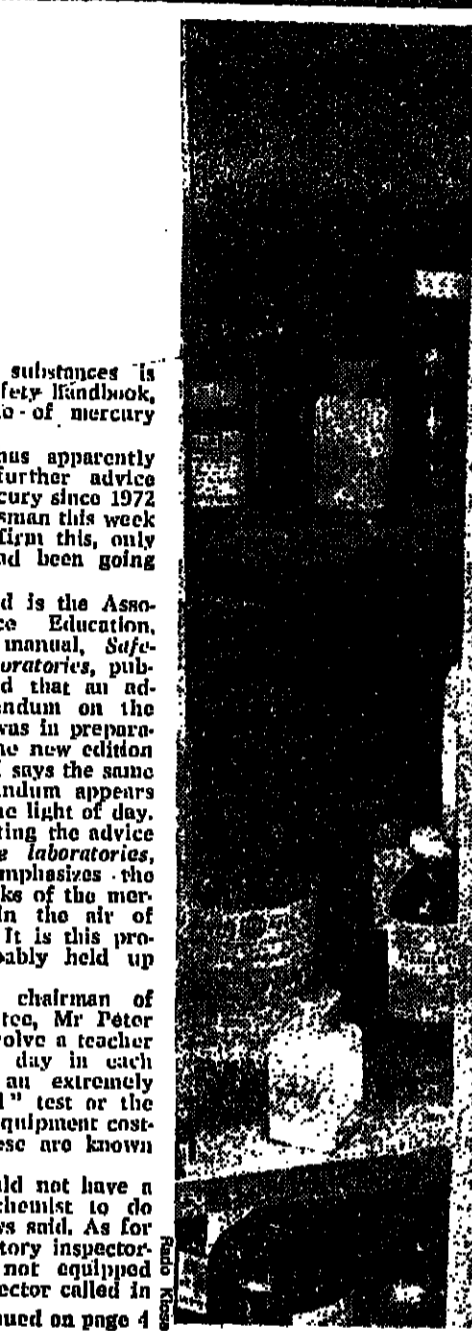
The Department has apparently been working on further advice about the use of mercury since 1972 at least. But a spokesman this week was not able to confirm this, only that consultations had been going on for some time.

One body consulted is the Association for Science Education, whose own safety manual, *Safety in school laboratories*, published in 1972, noted that an administrative memorandum on the hazards of mercury was in preparation at the time. The new edition about to be published says the same thing. This memorandum appears never to have seen the light of day.

Apart from reiterating the advice in *Safety in science laboratories*, the memorandum emphasizes the need for yearly checks of the mercury vapour level in the air of school laboratories. It is this proposal that has probably held up publication.

According to the chairman of ASE's safety committee, Mr Peter Burrows, it would involve a teacher spending at least a day in each room carrying out an extremely tricky "wet chemical" test or the use of sophisticated equipment costing about £500. These are known as "sniffers".

"Most schools would not have a sufficiently skilled chemist to do the test," Mr Burrows said. As for sniffers, even the factory inspectorate are apparently not equipped with them. The inspector called in continued on page 4.



POISON

## TES circulation

Circulation figures for The Times Educational Supplement provided by the Audit Bureau of Circulation for July-December, 1976, show an average weekly circulation of 117,450 copies. This is an increase of 4,632 over the figure of 112,818 for July-December, 1975.

## Jobs shock for the part-timers

Part-time teachers who have been looking for protection to new laws which come into effect next week could find themselves earning less or working shorter hours. They could even be out of a job.

The Employment Protection Act will be extended on Tuesday to cover part-time workers who will qualify for maternity leave, protection against unfair dismissal and redundancy payments provided they satisfy two conditions:

- They work for at least 16 hours a week.
- They work less than 16 hours and more than eight—with the same authority for five years.

Until now part-timers have had to be employed for at least 21 hours a week to qualify for benefits. The second condition will embrace many school catering and caretaking staff as well as teachers.

A spokesman for the Association of County Councils said this week it was possible that authorities would reduce the hours of part-timers so that they would not be able to enjoy the benefits of the new legislation.

An authority could escape its duties to a catering assistant with five years' service by reducing the

continued on page 3

## Crossword No 1,069

**ACROSS**

1 The smiling West phenomenon (8).

2 Bottled fish (4).

3 What we see to get going? (8, 5).

4 Not the same enemy—most person (5).

5 Leaves out in great measure (7).

6 Meet with broken... (7).

7 Involves undoing (4).

8 Danger signal in Marine style (5).

**DOWN**

9 Usually named—over (13).

10 He may be too big... (10).

11 The chief country is... (8).

12 He is not... (6).

13 A way from a slow pace (5).

14 Rider and horse, friend, foe, in one (8).

15 Employed normally only? (6).

16 Not quite the reverse of smog (3).

Solution to Puzzle No. 1,068.

## Maths teasers

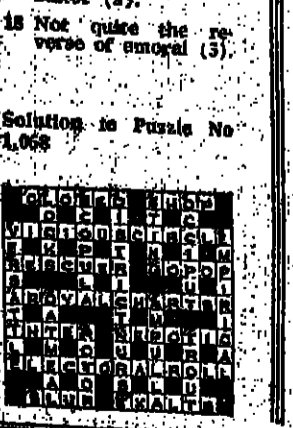
**GEOMETRIC JIG-SAW PUZZLES**

**PARALLELOGRAM**

(I) Can you find a method for cutting any rectangle into two pieces that can be fitted together to form a rhombus?

(II) Can you find a method for cutting any rhombus into two pieces, one a triangle and the other a trapezium, that can be fitted together to make a rectangle?

(III) The diagram shows that the



## Impossible equations

In algebra textbooks, one is faced with problems like this: find a number which when 1 is added to three times the number and the sum is multiplied by 2 the result is the same as when 1 is added to twice the number and the sum is multiplied by 3.

So asking  $x$  to be the unknown number, we obtain the equation  $2(3x+1) = 3(2x+1)$  which implies that  $6x+2 = 6x+3$ , which is impossible. We conclude from this that the number  $x$  does not exist.

(a) Such problems are usually excluded from textbooks, which include only those that have a guaranteed solution. But what would answer be if asked to solve  $3(2x+1) = 2(3x+2)$ ?

(b) Simultaneous equations usually have a unique solution: the solution,  $x = y = 2$ . But why are solutions found to  $2x + y = 7$  and  $4x + 5y = 17$ , where  $x$  and  $y$  are positive integers.

(c) Solve these equations, or if it is possible to find one or more solutions.

(i)  $(2x+1) + (3x+2) = 4x+3$ .

(ii)  $(x+2) + (2x+3) = 3x+4$ .

(iii)  $4x+5y = 17$ , where  $x$  and  $y$  are positive integers.

(iv)  $5x+6y = 19$ , where  $x$  and  $y$  are positive integers.

(v)  $x(x+2) = x(x+4)$ .

(vi)  $2x+3y = 2x+2y-1$ .

(vii)  $2x+3y = 2x+2y+6$ .

(viii)  $2x-3y-7=0$ , and  $6y+4x=7$ .

(ix)  $(x+1)(x+4) = (x+2)(x+3)$ .

(x)  $(x-1)(x+2) = (x+1)(x-3)$ .

**D. B. Egge**

## Third World books

Politics, history, culture, economics, sociology, anthropology—books on all these aspects of emerging countries are reviewed this week.

pages 21-29

## BA for film buffs

Upgrading film studies to BA status was one of the points raised at the British Universities Film Council conference at Warwick.

page 30

## Network opens

A new information exchange column, providing a service for teachers, students, researchers, parents and others, begins today on the Talkback page.

page 33

## Extra: Travel

Leaders, 2; personal column, John Roe, 4; sport, 16; letters, 14-15; foreign news, 12-13; features, 17-20; books, 21-23; resources, 30-32; Talkback, cuts, school meals, Network, 33; Extra, 37-44; arts, reviews, 45-46; books, 47-48; news, 49-50; Peter, Dick Wilcock, 'The Atomic Spy', (radio 4) by Nicholas Walter, television by Colin Mares and Christopher Griffin-Senle, 70-73; Book, Charlotte Mason, Manchester, Cumbria; film, Liverpool, bridge, 81.

page 37-44

## Back to school

Harry Ree and Pat Darcy describe the stresses and strains of returning to classroom teaching.

page 31

## Publishers pinched

Noel Hughes examines the financial difficulties facing British publishers in the current year and looks to see if the future.

page 20

## College closures

Hostility and opposition greet the announcement of cuts in training places.

Reactions, page 3

Full lists page 9

## Irish in-fighting

Paul McGill describes the continuing debate over comprehensive re-organisation which is now raging in Northern Ireland.

page 6

## Exam battles

The in-fighting and suspicion between GCSE and CSE boards must be abandoned—with the encouragement of co-operation of the Department of Education. H. G. Macintosh describes a possible solution to the impasse over administering the 16-plus.

page 17

## No comment

Name two Asian countries from which most immigrants in North-East Lancashire came? A—A Bradford and Birmingham?—Immigrant pupils' answer in a Lancashire school examination.

No divine right

Mrs Williams's uncompromising charge to the Schools Council on how they should set about reforming themselves is a dramatic demonstration of the hazards to which the new style, activist Department of Education is open. It is aggressively off-key. It adopts exactly the wrong tone—a tone curiously like that of a Tudor monarch lecturing a recalcitrant parliament.

Baby snatching at OU

A slim sample; a slow unpromising start; in the end, results better than might have been expected. That seems to be the verdict of the Open University's preliminary report (page 5) on its Under 21 project.

responsibility for the curriculum lies with the L.E.A.s. No minister could have got away with this when education still had a powerful voice in local government. There must be many who, like the TES, recognize the need to open up the Schools Council to wider influences, and who feel that the teachers' unions have played a predominant role in its affairs, who would nevertheless regard substituting DES dominance for that of the NUT as jumping out of the frying pan into the fire. The unions will naturally, and rightly, resist; but serious interest is shown to obtain that anything they say will tend to be discounted.

Towards the Tory future?

My educational ideas are part of my general political philosophy. I believe in small government, variety and maximum parental choice. I am neither an egalitarian nor a holder of millenarian views and I consider that genuine progress normally arises from spontaneous evolution and not from government direction.

After ten years of experience as a teacher in and then headmaster of secondary modern schools I supported comprehensive school experiments, like many other teachers, because I thought that they could advance academic opportunities for most children. This was also the attitude of certain Tory county authorities which moved to early comprehensive reorganization. We accepted the comprehensive principle as a general principle and were prepared to decide our future attitude on an objective assessment of the published results of the system as it affected the most gifted academically, the average and the least gifted children. We were open minded.

Against this background the next Conservative Government will be faced by a situation where some 80 per cent of secondary schools will be comprehensive. I welcome the commitment of the Conservative Party to set up a body to collect and publish the results of areas before and after comprehensive reorganization. This should cover O and A levels, CSE results, literacy and literacy figures at 16 where they exist, attendance figures and staff turnover. Let future educational policy be guided by what these results disclose.

RHODES BOYSON, a Conservative spokesman on education, outlines his own and his party's ideas for change.

specialized course. The Labour Party's claim that the comprehensives have increased variety of choice of subject and course, is just not true. Gifted pupils in a 500 pupil grammar school will have far more choice of subject than in a 750 pupil comprehensive school where there will only be some 150 pupils of high academic ability. These gifted pupils in a 750 pupil secondary modern school similarly have more choice of subject than in a 750 pupil comprehensive school where there will be fewer at their ability level.

Government axes more training colleges

on staff and equipment. In subject specialist teaching to continue to be limited and will often only teach those who they can spend time with pupils fitted to the subject. Technical and scientific equipment is also expensive and needs careful maintenance.

Some local authorities are considering breaking up comprehensive schools into smaller units. This will be particularly true in areas where there is a shortage of teachers and where the schools are too large to manage effectively. The Government should have a contingency plan to deal with such a situation.

Protest - but it's all in vain

Government axes more training colleges. For whom the bell tolls. To cease training. Bromley Institute of Higher Education, Buckinghamshire College of Higher Education, Bromsgrove, Colchester Institute of Higher Education, Doncaster Metropolitan Institute of Higher Education, Ealing Institute of Higher Education, Milton Keynes College, Northampton College, Northampton College of Higher Education, Northampton College of Higher Education, Northampton College of Higher Education, Northampton College of Higher Education.

with Huddersfield Polytechnic, 10 miles away. Astonishment rivalled anger and disappointment among other principals of colleges, or institutes of higher education, such as Duncaster, East Sussex, North Worcestershire (all to lose initial teacher-training places) which were formed only five months ago by the amalgamation of two, three or four separate institutions.

Part-time jobs chopped

The number of part-time teachers and lecturers employed by local authorities was cut by more than one-fifth last year, according to the latest figures from the local authority manpower watch.

Massive cuts in part-time staff are being contemplated by several authorities as ways of saving money. Many councils are particularly affected since they have faced badly in the distribution of rate support grant, the money given by central government to help pay for local authority services.

Legal shock: no protection

number of hours worked from two to one-and-a-half a day, giving a working week of 7½ hours.

The new legislation could, ironically, lead to more redundancies among part-time workers. Now that authorities will have to pay compensation for redundant staff — providing they satisfy the conditions — the expected savings will be reduced by the amount of redundancy payments which will have to be made.

Letter to the Editor

A crack in the rose-coloured spectacles. Sir, While agreeing with the general tenor of Bert Lodge's article on the desirability of school-based in-service training (January 14), I feel that it would be wise to look at some evidence on the cost of school-based INSET and on teachers' attitudes to it.

Letter to the Editor

INSET. Twenty-five favoured teachers' education centre colleges are to receive per cent of their own in-service training (January 14). I feel that it would be wise to look at some evidence on the cost of school-based INSET and on teachers' attitudes to it.

Letter to the Editor

Pay talks falter over increments row. rises are cancelled out by those who have reached the top of the scales. But the management's side cannot afford to do this. It will cost £12.7m and that this sum must be deducted from the 5 per cent claim. This would knock about 53p a week off the claim, which has a fixed minimum of £2.50 a week and a maximum of £4.

Letter to the Editor

with a combined total of 1,160 places said he was astounded. The removal of teacher-training makes it difficult to establish a firm higher education base. And without that you cannot attract staff.

Letter to the Editor

Introducing Urban Structure. This book, the third in the series Introducing the New Geography, is concerned with the patterns of settlement, functions and movement found within urban areas. It uses a concept-based, problem solving approach to geography; and emphasis is laid upon personal investigation and analysis.

Letter to the Editor

Ten Science Fiction Stories. In bringing together some of the best examples of science fiction and science fantasy, this anthology explores many of the traditional themes of the genre. It will supplement any secondary English course, for non-examination pupils, as well as CSE and GCE candidates.

Letter to the Editor

Structured Questions for 'A' Level Chemistry. 100 structured questions are contained in this volume. Each question consists of a short passage, graph, table, or illustration, followed by a series of exercises. The questions are carefully chosen to test the whole of the 'A' level chemistry syllabus. A marking scheme, devised during the validation of the questions has been suggested.

More letters, pages 14

### Mercury scare: new warnings

continued from page 1

to investigate the Newcastle incident had to borrow one from a local factory.

There are cheaper devices costing around £20, but they are not considered accurate enough.

One of the reasons these checks are necessary is that split mercury is extremely difficult to clear up. Mr R. G. Clarke, a safety officer at Surrey University, has made a special study of mercury hazards, and he says that a large proportion of any mercury spill simply vanishes because it shatters into droplets too small for the eye to see.

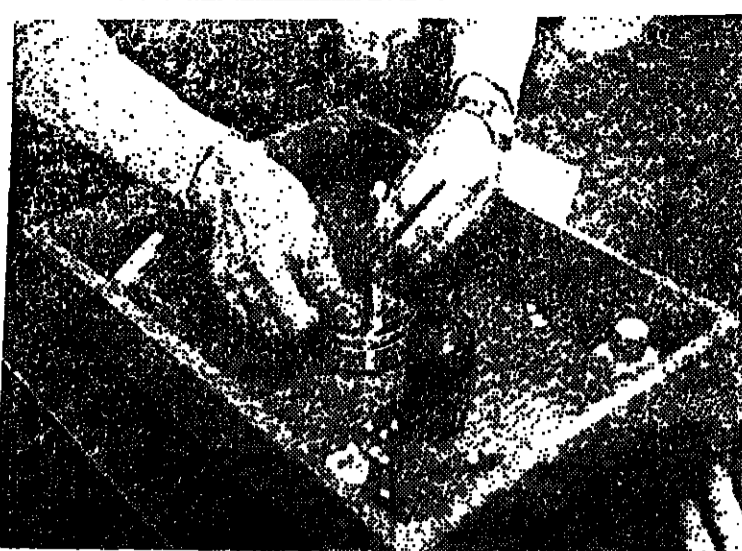
These droplets lodge in cracks in the floor or wall and even in the grain of a wooden bench and the material of clothes. They are likely to vaporise over a long period.

The DES advice is that trays should be placed under apparatus in which mercury is used. Any spillages should be cleared up at once using a special tube to suck it into a filter.

Mr Clarke's more detailed advice includes the use of special mercury beam absorbers to collect smaller droplets, the use of microscopes to inspect surfaces, dusting affected areas with special chemicals and decontamination of clothes.

Some of the few tests that have been carried out in school laboratories have shown that mercury vapour can build up. The Greater London Council's scientific department looked at the laboratories of 23 inner London schools and colleges in 1975 and found mercury vapour, but at levels that varied considerably according to ventilation and the height at which the measurement was made. Their full findings have not yet been released. The IEA has equipped its two science centres with sniffers.

Mr Barrows of ASE said these findings indicated that under normal school conditions it was



Above: handling with care? Below: making a barometer.

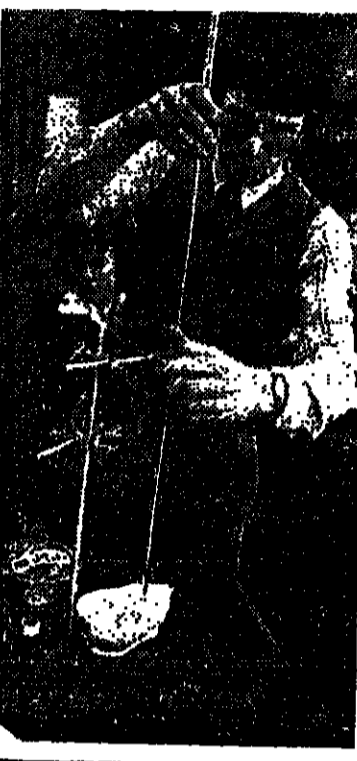
extremely unlikely that danger levels would be reached. Those most at risk were laboratory technicians and teachers who spent a long time in the same room.

But he added: "Mercury is very unpleasant and great care should be taken with it. There is no evidence, however, that it has ever harmed anyone in schools where it has been handled properly." The only case he had heard of was a boy poisoned when he stole some and kept it in his pocket for several weeks.

"The thing that concerns me is that the DES may be panicked into a blanket ban on mercury in schools as they were with asbestos." For some school applications, mercury was irreplaceable.

The head of the school where there was a mercury scare last week says he was not consulted about the decision to send 140 children to hospital. Mr Brian Cooney, head of Shilney Row Comprehensive near Houghton-le-Spring, where a thermometer burst in an oven, says he was not consulted by the emergency services before the ambulances were sent for.

He fully agreed to them going because he was told by the chief officer that they would need blood tests. In fact, blood samples were not taken and the examinations made could have been done by a medical team visiting the school.



### Union moves to avert court action on ban

by Stephen Cohen

The National Union of Teachers is almost certain to rescind the suspension of one of its members today and avoid potentially embarrassing legal moves in the High Court to have him disciplined procedurally.

Mr Graham Lane, a teacher from the Little Ilford School, Newham, and a prospective Labour Party candidate, who has been suspended for refusing to sign a form, has had a letter from the union's deputy general secretary, Mr Doug McAvoey, telling him that the union intends to reinstate him.

Mr McAvoey was the union official who brought the case against Mr Lane after he rejected a request to give an undertaking not to take part in unofficial strikes when the school had been suspended from the union. The remaining appeals are due to be heard today.

The disciplinary action against the Little Ilford teacher began when the union heard that they were contemplating operating in the no-cover sanction of one standing in for absent colleagues. The forms were issued when the teachers stopped work for an hour last October in support of one teacher who refused to take the class of a colleague absent on maternity leave.

Mr Lane had taken up a post in the unofficial stoppage but had refused to sign the form. He has told the union, however, that he is prepared to abide by the rules, that he has not broken any and that if his suspension is not lifted he will go to the High Court. Trade unionists' barbership is essential for Mr Lane's position as the Labour Party's prospective parliamentary candidate for South-West Staffordshire.

He said this week that he was pleased that Mr McAvoey was recommending his reinstatement, but annoyed that the issue had dragged on for so long.

### Talks may lead to AEC-CLEA merger

by Mark Vaughan

Negotiations now going on between the Association of Education Committees and the Council of Local Education Authorities may result in a merger of the two bodies. The talks are expected to finish by the end of March at the latest.

CLEA wants agreement to be reached by July when it holds its conference at the University of Sussex. The ACC and the AMA are known to be cautious about taking on liabilities when and if the merger goes through. CLEA itself has no resources, not even its own secretary. It is run jointly and equally by the education departments of the ACC and the AMA.

Among the difficulties being ironed out by CLEA and the AEC, who are working with a solicitor and an accountant, is what to do with 10 Queen Anne Street. The ACC and the AMA do not want to move into the building.

But they both want Education, the journal of the AEC to continue with a secure future and a "guaranteed editorial freedom". Education is published by the Councils and Education Press Ltd all of whose directors are members of the AEC. It publishes, among other things, the Education Committee's Year Book.

The building in Queen Anne Street is worth, perhaps, £500,000, but there are planning restrictions which make it a difficult one to sell. It is a dubious asset as a realisable asset. It is considered by them to be "bricks and mortar" rather than cash, but presumably parts of it could be re-let to create new income to cover outstanding AEC obligations to former staff after the CEO moves out and when and if the AEC ceases to exist.

The financial and legal problems are not believed to be insurmountable, but as a CLEA spokesman said: "The financial resources of the AEC and AMA are extremely small—the AMA certainly operates at a loss—so in take on three or four times as many positions as we do." It is assumed that Lord Alexander will retire if the merger goes ahead. The CEO,

### Bullock urges training for worker directors

A big training programme will be needed if the Bullock committee's proposals for worker directors on company boards are implemented. The committee's report, published last week, recommends special training for the new worker representatives and for the conventional directors with whom they will serve. While the employee directors will need to be trained in understanding the technicalities of company operation and to appreciate their own role and responsibilities, the holder's appointees, most of whom are likely to continue to work in the industry, will have to learn how to work with shareholders and how to train them. The committee also believes that directors should be trained in negotiation committees, which it suggests should be introduced into companies. The Bullock committee estimates that there will be an initial need to train between 6,000 and 11,000 employee directors alone, and that arrangements will have to be made for a substantial permanent training programme to cover changes in board membership and the extension of the scheme to new companies. Shareholder appointed directors

### Humidity keeps politics out of curriculum

Young people leave school at an earlier age than ever before and even the most basic political issues, a pamphlet published this week by the Politics Education Commission, say, are unknown to the vast majority of them. This is done in schools to prevent young people from even a minimal involvement in political activity. Fear of controversy is probably the main cause. The lack of effective political education may be ascribed in the pamphlet to "humidity". Local authorities and head teachers have been very conscious of the need to avoid any suggestion that political education might cause "divisions" within and without the system. White civics might be ad-

### Union threatens action

The National Union of Teachers will take industrial action in Oxfordshire on February 16 unless the county authority throws out its plan to cut the number of teachers this year by 464.

The union said this week that its members in 97 primary and 29 secondary schools would refuse to take over classes of colleagues absent for more than a day where it was known in advance, or to cover for unfilled vacancies.

● Excess education committee has approved cuts of £8m in next year's school education budget. Following last week's reports in the TES of objections by teachers' leaders to proposals affecting school staffing, the county education officer has circulated all secondary schools in the county with an explanation of how the cuts will fall.

This makes it clear that there will be no cut in pupil-teacher ratios. But the staffing formula will be adjusted to maintain it, given next year's school population, would otherwise require an actual improvement in the ratio. As a result, just over 30 posts out of a secondary school complement of over 7,000 will be lost. Altogether the total number of teachers will increase by about 180. Secondary schools are not included in the reckoning for the staffing ratio.

Some of the biggest items include £711,000 cut on capital expenditure; £425,000 on swimming; about £300,000 on staff; £201,000 on reducing heating at weekends; and £700,000 on school meals, and £300,000 on school cleaning economies.

● Hertfordshire education committee agreed on Monday to cut £3.2 million from its budget. But the pupil-teacher ratio is to be maintained. The education committee agreed a resolution asking the county council to raise extra £250,000 for several items not included in the draft budget, such as the restoration of cuts in swimming for schools without their own pools (£136,000), increases in discretionary awards (£150,000), more teachers (£50,000), and restructuring the county careers service.

### Test case on student benefits

The right of students to receive supplementary benefits is expected to be tested in a case before the Appeal Court on Monday. Mr Robin Atkinson, a law student at Newcastle Polytechnic, is challenging the Supplementary Benefits Commission's assumption that parents have paid their contribution to the grant whether or not there is evidence to support this. He has already lost his case before the divisional court of the High Court. This case is important because the Government has been trying to prevent more than 100,000 students registering as unemployed during the Christmas and Easter vacations. But last week the Government removed the sub-section of clause 13 from the Social Security (Miscellaneous Provisions) Bill which would have prevented students on full-time courses claiming benefits.

A Conservative and Liberal manoeuvre in the bill's standing committee defeated a Government attempt to substitute a new clause which would have made it law for the Supplementary Benefits Commission to count the parental contribution to the grant even if it was not being received.—THES.

### OU 18-year-olds lag behind in first year

Open University students aged between 18 and 20 do not do as well in their first year of studies as their older counterparts, an investigation by the university's survey research department reveals.

But those who get through the first year perform just as well from then on, the survey adds. It counts the preliminary results of a five-year research programme funded by the Department of Education aimed at finding how suitable the Open University is for younger students. And it includes 1,500 of pilot schemes where students between 18 and 20 are admitted to the university between 1974 and last year.

A total of 1,350 students in this category registered provisionally with the Open University during this time. This figure includes 1,100 students registered finally after three months of study. It adds: "Of the younger students who did proceed to final registration about 38 per cent failed to obtain a course credit at the end of the first year. This compares with 20 per cent of the second higher group of students who either failed academically, withdrew, did not fulfill their summer school requirements or failed to turn up for the examination."

The report says that 94 per cent of the new younger students who gained a credit in 1975 continued on to a second year of study, a similar percentage to other students. The pilot scheme was introduced at the Conservative Government's request. The university agreed to admit 500 younger students in each of the three years from 1974 to 1976 of whom half had two A levels and the other half had two O levels and the minimum degree course entry requirements.

As one might have expected the "qualified" group made better progress than the "unqualified". Of the 1974 intake of finally registered younger students, 63 per cent of the qualified group were still studying in 1976 compared with only 43 per cent of the unqualified group. The occupational breakdown of the students involved in the pilot study was markedly different from older students. Almost one-third of the younger group were clerical and office workers, 20 per cent more than the proportion among older students. Technical personnel formed the second highest group of younger students, constituting about 30 per cent in each of the three years.—THES.

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I want to try to tease out the relationship between the nation's economic troubles and the education system. The implication which runs through all the versions of the agenda for discussion at the regional conferences is that there is a relationship and that in this relationship the schools are the defaulting partners.

Britain's low rate of economic growth, absolutely and in comparison with other advanced industrial countries, is a matter of fact. But when it comes to the cause of this condition, there is argument, confusion and over-simplification. It is not just a question of everyone blaming everyone else, though there is currently much buck-passing between industry and education; it is more a question of a failure of perspective. One example of this distorted perspective will illustrate what I mean.

When do you think these words were written? They claim that the German system of technical education led to a general diffusion of high scientific knowledge in Germany, its appreciation by all classes of persons, and the adequate supply of men competent, so far as theory is concerned, to take the place of managers and superintendents of industrial works. In England there is still a great want of this class of person.

The stilled language gives it away perhaps; but for that, most readers I suspect, would have placed the quotation some time in the last 50 years, probably in the last 25. It is a royal commission report from a royal commission in 1884.

But if we have known about the problem for so long—for nearly 100 years it would appear—why have we not found a solution and why are we still now that the problem appears acute? The answer to both questions is the same. It is only since the Second World War that our manufacturing industry has had to compete with world markets. For centuries long by the Empire, our manufacturers were as complacent as our education system. We may have been told there was a problem but there was no incentive to seek a solution. Now, like a weakling ignored too long, it will be all the more difficult to overcome. What is the connection between

### PERSONAL COLUMN

John Rae  
What the cash has to carry

this weakness and education? The standard answer to this question is that not enough able boys are going into manufacturing industry and that this is the cause of the national failing for which the schools are largely responsible. Let us look at this answer a little more closely.

The key to our success as a wealth producing nation is said to be the engineering industry. The cry is that not enough able boys are going into manufacturing industry and that this is the cause of the national failing for which the schools are largely responsible. Let us look at this answer a little more closely.

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bullock... in the country that the inclination or the aptitude for science and mathematics? It is not clear at all that there will be a clear answer that that question whether from within the industry, it is unlikely to have a supply of able boys with the mathematical qualifications.

If society is convinced that scientists and mathematicians improve our industrial production, then it will have to do something about the number of places in the secondary schools which offer these subjects to a level which could be done by a quality of Mathematics as a qualification for a career in science and engineering.

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# Admin men are 'cuckoos in the I.e.a. nest'

Many LEAs were in danger of being over-administered by corporate management systems, said Mr Roy Harding, chief education officer for Buckinghamshire, yesterday.

In his presidential address to the Society of Education Officers in London he said: "There are obstacles enough, financial and otherwise, to providing adequate services, let alone maintaining or improving them, without having to waste time with management systems which seem satisfactory and cost-effective only to a few enthusiasts engaged in them and to virtually no one at the receiving end in schools and colleges."

It was infuriating to have to work with people who were 'always waiting for something to turn down'. We are not administering local government offices. We are administering services. There is no end to belief administration is an end in itself—and I hope that includes all members of our society—cannot see over-administered local government as having any real concern for service. We need more concern for service and less for patterns of administration, either within authorities or among authorities.

It was a pity that local government reorganization and changes in management structure—which had been accepted in places either blindly or only with dim perception—had often come at the same time. The advantages and disadvantages of systems became confused with the problems of reorganization. Everyone involved in running a local authority ought to work for the "promotion of service to the community". If they failed to do this, it was highly likely that the county councils and metropolitan district councils would lose their right to be involved in the provision of education.

"If education were to be taken from these councils, is it likely that strong balance of arguments that now exist for this level of government would swing the other way and these councils vanish?" Education was not the "cuckoo in the nest". Corporate management and cumbersome corporate management, which seems to be absorbing so many of the resources in these authorities and thrashing around in such a clumsy way, may well be the cuckoo nest which pushes education out of the nest.

Directly elected local education councils were the answer. Another quick reorganization of local government would be justified if it prevented severe damage to or even destruction of certain parts of the present education service by corporate management.

"I would prefer a system of elected education councils rather than a rapidly growing system of specific grants, starting with limited government, which I fear will be the alternative proposed by central government. We are local government men. But the price of staying in local government seems to be inflating rapidly."

Mr Raison reported an earlier suggestion of his that there ought to be regular tests of basic standards for all schoolchildren at the ages of eight, 11 and 14. "These would not simply be the kind of nation-wide sample tests recommended by Bullcock. They would be taken by every child in much the same way as school medical examinations are or were.

Mr Raison emphasized that the subject of these tests was not to be competitive—although he was not against competition generally—but to see where extra attention was needed, or where particular approaches or staff seemed particularly effective.

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# Teachers' confidence sapped by theorizing

Teachers need to regain their confidence and their belief in their right to teach, Mr Timothy Raison, Conservative MP, told the conference on Thursday.

While parents were important and should be more heavily involved in education than they were a year ago, it was teachers who needed most support today, he said. "Their confidence had been sapped by social trends and educational theorizing.

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Timothy Raison: Teachers need support

# More maths graduates

The number of maths graduates teaching in schools rose steadily throughout the early seventies, according to the latest figures from the Department of Education. The figures, which cast doubt on recent scare stories about the collapse of maths teaching, show that there were 1,400 more maths graduates in schools in 1974 than in 1969. But over the same period the total number of graduates in schools rose even faster.

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# Unions attack reorganization plan

The debate on comprehensive education in Northern Ireland blazed up again last week when two NAS-UWT and the Irish National Teachers' Organization (INTO) attacked the reorganization plan in the consultative document issued by the Department of Education last July.

Paul McGill reports on the latest moves in the Northern Ireland comprehensive row

The union recorded that it was not opposed to the introduction of comprehensive education, provided it was adequately financed, but a proposal to support such a system was defeated after lengthy debate.

The report, drawn up after consultation with the union's membership, rejected the reorganization model outlined in the consultative document—11-16 schools alongside 11-18 schools. This, it claimed, would result in first and second class schools because, under the present grants system, most of the retained 11-18 schools would have parental esteem for these schools, which would ensure competitive 11-18 schools in the neighbourhood.

The differential would be heightened by the fact that a school with a sixth form and a large number of older pupils would have superior standing and financial pro- vision to an 11-16 school. Finally, the nucleus of which had existed for several years, would find adjustment difficult.

Instead, the NAS-UWT, which claims as members 4,000 of Northern Ireland's 18,000 teachers, opted for 11-16 schools with separate sixth-form colleges in rural areas and all-through 11-18 comprehen- sive schools in urban areas, particularly Belfast.

The NAS-UWT and the INTO have adopted different policies on all-through comprehensives, but they are highly insistent that colleges are more normally of larger heads than in accord. They are at the jobs and salaries of teachers. It should not be adversely affected by reorganization.

# Who isn't pulling their weight?

The engineering studies demanded by the industry depend as much on the backing which sixth forms get from outside the school as on teachers' willingness to face the real world.

More A level courses in engineering science were advocated by Sir Alex Smith, chairman of the Schools Council, on television last week in his latest attack on the failure of education to produce recruits with the right values and skills.

But while Manchester Polytechnic, of which he is director, may be happy to receive undergraduates with this A level, not all colleges and universities are willing to accept it as an entry qualification. Many would prefer students to be grounded in the conventional studies of mathematics and physics.

Sir Alex's argument was that these courses would encourage more bright young men and women to think seriously about careers in manufacturing industry. Experience however, suggests that in themselves they are unlikely to do so, though they might offer outlets to those who already show some practical bent.

It has also been suggested that nothing the Schools Council is doing, including its industry project, is likely to help.

# Starting with everyday life...

There is no evidence that engineering science A level does anything to increase the number of able engineers, according to a school where it has been taught since 1969.

Mr Miss Janet Cooper, physics teacher at Brockenhurst sixth-form college in Hampshire, was one of the first to try it. She is still enthusiastic, but she doubts whether it has produced any more engineering students than the physics course which the college also offers.

Mr Harrison did not blame the teachers. "Schools do what is seen to be important outside, and employers, further and higher education have got to show they want this."

What students choose clearly depends a great deal on what has gone on at the 11 to 16 stage, which, as a sixth-form college, Brockenhurst presumably has little to do with.

Why were so few schools interested in offering this option? Miss Cooper, who is convenor of the mutual support group of teachers of engineering science in the Solent area, believes that the name put many teachers off.



Solar heater panel.

# Don't cross the picket line

Teachers who work on educational programmes for Radio 4 have been advised to stay away from the station during the dispute involving journalists.

The dispute, which is backed by the National Union of Journalists, follows the decision to suspend a union officer for obeying union instructions refusing to handle sports reports.



Brockenhurst sixth-formers. Left: preparing a mock-up circuit for experimentation on a tangential tracking gramophone pick-up. Right: investigation with a linear air track measuring speeds and collisions.

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# Is the ice age on the way back?

Like many others, I had thought that it was the English (a sub-set of the British) who talked most about the weather. Now I am not sure. Ten days ago, in an isolated part of the American state of Illinois about 100 miles west and a little north of Chicago, the people I was with could hardly find the energy to talk about anything else.

To be sure, it was a little on the cold side. One night "the mercury hit" (as the television weatherman says) no less (or, I suppose, no more) than minus 26 degrees (Fahrenheit, of course). But I had innocently supposed that people in these parts would be entirely used to such happenings. Nor a bit of it.

I suppose there were mitigating circumstances, as I should have realized from the sight of the car that met me at the airport. Underneath, I suppose, it was dark blue, but it looked white all over. Its attentive owner went to a lot of trouble to open the door on the passenger side even though I had offered to climb in from the driver's side, and then we found that the locking mechanism was frozen solid, and that the door, once open, would not shut again.

So we travelled for about thirty miles with me holding on to the unlocked door with my hand until everything had frozen solid again, and I could take off my seat belt and relax. Later we learned that the driver's wife had neglected to



## Rubbish! It's Mr Ayckbourn's travelling circus

Playwright Alan Ayckbourn (left) talks to David Kilpatrick about theatre and education

"I have begun to think more about the educational role of the theatre. Four years ago we were essentially a summer show for adults, who could bring their children if they wanted to.

"I would like to feel that once a child gets to a certain stage of maturity when many of the things we do will be suitable for them. But now we have a winter season, much the reverse: theatre, I have begun to take this more of responsibility very seriously." The man speaking is Alan Ayckbourn, successful writer of comedies, which, he feels, anyone, who has not had three unsuccessful love affairs.

"The 'we' he refers to is his theatre company in the Yorkshire seaside resort of Scarborough.

He lives right in the heart of Scarborough, on the street immediately below Paradise. Immediately lives in a flat opened up into the penthouse room, with a Burmese cat and a passion for amusement arcade machines, which he has started collecting.

## Science diary by John Maddox

parts have oscillated with frequency, roughly corresponding to a precession of the equinoxes (26,000 years), the variation of the obliquity of the Earth's axis (41,000 years) and the regular variation of the eccentricity of the Earth's orbit (in little more than 100,000 years).

At the time, I suggested that readers should reserve judgement on what turned out to be a patch of ice. What with police cars touring the streets urging people not to go outside unless they had to, and the radio laden with tales of desperate shortages of natural gas and electricity, it is not surprising that the good people of Illinois should have been behaving a little as if the next glaciation was about to set in.

So when will the ice come back? A few weeks ago (December 17) I described the results of an investigation which appears to show that the long-term oscillations of climate in the past 400,000 years are linked with the oscillations of the astronomical relationship between the Earth and the sun.

A group of geophysicists, working within the framework of what is called the CLIMAP programme organized from the United States, has been able to discover in the geological evidence from two deep sea cores of sediment from the sub-Antarctic that both the volume of ice on the surface of the earth and the sea temperature in those



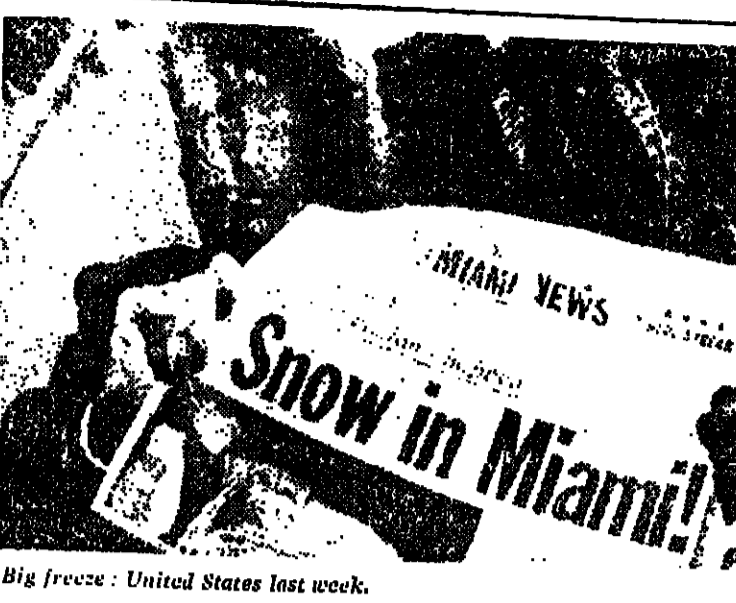
the sun at midsummer in the Northern Hemisphere.

Similarly, because what keeps the North Pole free from ice is the northerly transport of energy from the tropics by wind and water, it is reasonable that this process should be less efficient when the Earth's axis is more nearly perpendicular to the plane of its orbit. In other words, nobody should be all that surprised that the long-term climatic records should show the influence of the 21,000 and 41,000 year astronomical oscillations.

What hitherto me is the much longer oscillation that shows up in the geological records. This accounts for more than 60 per cent of the climatic variation. It is no wonder that people have jumped to the conclusion that this must be linked with the long-term variation of the ellipticity of the Earth's orbit. In my opinion, however, the explanation may be quite different.

Already it is known that when the glacial ice has reached its greatest extent, the equatorial seas have virtually the same temperature as at normal times, but that humidity, cloudiness and precipitation are much reduced over the whole earth. What this implies is that during an ice age the transport of energy from the equator towards the poles by means of weather is much reduced.

Presumably the same is true of the transport of energy by ocean currents—otherwise, the ice would melt. So it follows that, during an ice age, heat must be accumulating in the equatorial oceans, which can result in their relatively slow



Big freeze: United States last week.

If, then, the glaciation of the earth is a process in which ice is accumulated around the North Pole and warm water in the equatorial oceans, it is only reasonable to suppose that a point would be reached, somewhere along the line, at which this unequal distribution of energy would become unstable.

Sooner or later, ocean currents would spring up again and nibble away at the ice sheets in the Arctic. That something like this must happen appears to be borne out by the way in which the recession of the past two major glaciations (18,000 and 120,000 years ago respectively) has been much more rapid than their relatively slow accumulation.

So, therefore, it is my guess that

"If the miracle happened and we got more space at Westwood than we have at the moment, we really could extend things. But I do not want to have a vast education staff in a separate wing of the building; they would become as removed from acting as teachers.

"I prefer to have actors working with children" without special responsibility, and I am not very pro Theatre-in-Education for our company. With a group of about 12 actors we could cope, having two or three free. It is just a matter of organization."

This was the thinking behind a venture last autumn when what Ayckbourn calls his "two-man travelling circus" took *Scraps* to 27 schools and more than 2,000 children within a 30-mile radius of Scarborough. The reception was overwhelming, particularly since many of the schools had not had a similar visit since the 1930s.

It was theatre in education within the capital letters—actors acting, actors teaching, or teachers acting. It was also Malcolm Hedden and Diane Bull, two of the Theatre-in-the-Round company, putting in a lot of hard work during the day, even when on stage in the evening.

"It was because the two did have some time to spare that Malcolm came up with the idea of an entertainment show for the five- to-11 age group. Malcolm and Diane are young, lively, imaginative performers. Both of them trained at Rose Bruford College on an acting and teaching course, and Malcolm had experience directing the Library

# COURSES

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13-16 APRIL, 1977, Wentworth College, York  
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**LETTERS**

**Dr Boyson must go**

Sir.—To dip a pen in vitriol and attempt to out-abuse Dr Rhodes Boyson is an impossible task for an individual, but the time has arrived for individuals to drop differences and unite to destroy this dangerous demagogue. As a staunch Conservative, I am unshamed to take part in this destruction, because I equate Dr Boyson with Mr Wedgwood Benn in their harmful capabilities, accentuated by the enormous physical energies of both. If these two carry on as at present, we are on our way back to the nineteenth century and Benjamin Disraeli's desire for One Nation will be as naught.

So, as a fiercely anti-Socialist Conservative, I attack Dr Boyson for expressing views that are unrecognizable to Conservative educationists trying hard to maintain and improve standards in the face of drastic economic imposed by this Labour Government. I am a member of Cambridgeshire Education Committee, an authority that is Conservative controlled, an authority known for progressive innovation at times and making most village colleges and its colleague

board organization of 16-plus education—above all an authority whose reorganization has achieved a wide degree of acceptance. Now Dr Boyson wants us to bring back selection at 11 in our rural areas and return to grammar schools. As one Conservative member (with the largest election majority on the council) of Cambridgeshire Education Committee, I say "over my dead body", for this will mean bringing back the secondary moderns, the breeding grounds of the clip-on-the-shoulder working class.

Dr Boyson is an electoral liability to the modern Conservative Party and represents few other than the troglodytes of Tamiside. He could prevent my own reelection in May this year as well as a return of the Tory Government that I passionately want. His appearance (cultivated?) is of a Victorian mill-owner with his ideas of 14-year-olds hard at work. He is now speaking as he appears, day after day—dark and satanic! He must go!

GEORFFREY WOOLLARD,  
Furnham,  
Northampton,  
Cambridgeshire.

**Sunk by extra qualifications**

Sir.—On finishing my teacher training in 1974 I found myself in the fortunate position of being able to choose between taking up a teaching post or going on to study for a higher degree. Despite the fortunate choice, however, I made the unfortunate decision (in terms of career prospects) of choosing the latter, and now I find myself scanning the small print of advertisements hoping to find something (indeed anything) that vaguely approximates my qualifications to the necessary level to get the necessary classroom experience. Added to the problem of finding a vacant post in a minority subject (Spanish) is the apparent belief, among some members of the teaching profession, that those who have gone on to higher study are little dedicated to the idea of serving their time as teachers, for this is the privilege (more apparent than real nowadays) in seek calmer waters. Hence, a veritable Scylla and Carybdis is our education system!

because of my lack of classroom experience. On the other hand, members of the teaching profession (particularly headmasters) tend to survey my teaching prospects warily, thus making it difficult to get the necessary classroom experience. Added to the problem of finding a vacant post in a minority subject (Spanish) is the apparent belief, among some members of the teaching profession, that those who have gone on to higher study are little dedicated to the idea of serving their time as teachers, for this is the privilege (more apparent than real nowadays) in seek calmer waters. Hence, a veritable Scylla and Carybdis is our education system!

**Dangerous testing ground**

Sir.—May I be permitted to fan the flames of the controversy surrounding the validity of the Mountain Leadership Certificate?

What is needed is the ability to reorganize the variation in need and capacity on the part of the children for sustained exercise, even in familiar surroundings. This is surely best achieved in small groups on a regular basis? Rather than enter into protracted negotiations with the Mountain Leadership Training Board would not the British Mountaineering Council be more profitably occupied conducting an intensive public relations exercise through the schools? Perhaps Messrs Bonington, Hunt and Longland could give us a lead here?

Personal experience is surely no criteria for assuming responsibility for a party of children in the hills.

I S. WENTWORTH,  
5 Tredgold Close, Brawhops, Leeds.

**Carelessness can cost candidates dearly**

Sir.—In my much publicized letter (November 19) I was not arguing for "pedantic and old-fashioned" business English, but one of your correspondents has taken the opportunity to write me a letter which I do expect teachers of English to be able to make a distinction between written and spoken language. I think the Bulletin report that "written language has to take on a precision and complexity of linguistic structure that is not demanded of speech."

ence to correctness that is revealed. In the movement away from formal grammar as the basis of teaching English, it may be that we have lost sight of the importance of the awareness in the use of language. I suspect that some of these candidates know how to write correctly, but they did not think correctness mattered sufficiently to give time, effort and attention to it. Perhaps the answer is a simple one. We ought to think more seriously and more systematically about methods of developing critical attitudes towards their writing in the pupils in our schools and the standards in colleges. The practice of rewriting and correcting work might be more widely introduced. The instilling of the habit of reading over work that has been written would be a useful aim. The too exclusive pursuit of creativity may well be at the root of the problem with its encouragement of the idea that correctness

**Quality of schooling: a parent's view**

Sir.—I would like, as a parent with four children still at school and an active member of my local PTA, to enlarge on one or two of the points made by Mrs Shirley Williams in her speech to the North of England Conference.

Five years ago Leeds went comprehensive and introduced the three-tier system—primary, middle and high schools. As a result of local government reorganization it is now responsible for the education of 130,000 children.

Mrs Williams said she has done everything in her power to save teachers jobs, but after five years of comprehensive education, many parents are expressing dissatisfaction with the education their children are getting, especially in the high schools. In my opinion the reason for this is not the curriculum but the inability of many teachers to teach in a comprehensive school.

I know that when you have teaching that gives full scope to all children to develop at their own individual pace you will find few parents complaining about falling standards. But the time has come to ask clearly what is the quality of the teaching that goes on in our schools.

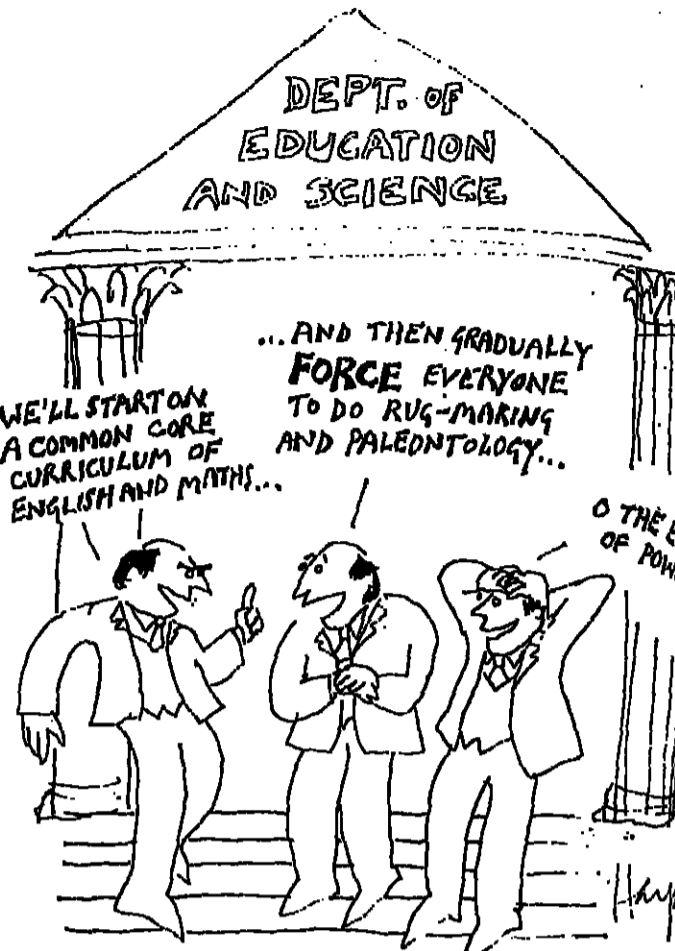
I know that when you have teaching that gives full scope to all children to develop at their own individual pace you will find few parents complaining about falling standards. But the time has come to ask clearly what is the quality of the teaching that goes on in our schools.

**Heads to blame for bandwagon**

Sir.—Three cheers for Mr Robert Cook, general secretary of the National Association of Head Teachers (December 31), who says that teachers should resist using untried classroom methods just because someone tells them it is the up-to-date thing to do.

I think that many teachers would be only too willing to resist climbing onto a modern bandwagon, but it is surely the head teachers, many of whom Mr Cook represents, who are guilty of imposing non-attained classes, activity methods and other manifestations of progressivism upon the schools.

Do the theoretical and practical concepts in maths develop singly and merge at some stage in the way that Vygorsky has suggested? If so, our ideas of teaching this ability band need drastic revision and will require resources far beyond those available in any school.



**What we need to know about maths teaching**

Sir.—The present interest in low educational standards is particularly gratifying to those who have devoted their careers to the less able, especially in maths.

When children in the 7-10 IQ range are found unable to manipulate basic combinations and processes after 10 years of schooling, the public and press in conventional places place the blame upon the children first and their teachers second.

Children from this range have needs at two levels—the mathematics of everyday life and facilities with the mathematics required in employment. In both cases thousands of children are found unable to do so in schools with sufficient knowledge and experience to enable them to cope adequately with day to day problems.

The breakdown is not between these youngsters and their problems in the transfer of the underlying knowledge to conventional schools. Those who have taught this range know how difficult it is to obtain written answers to money problems, but it is even more difficult to divide them.

I suggest that the DES should look beyond the schools for some of the answers and direct resources to these core problems:

Do the theoretical and practical concepts in maths develop singly and merge at some stage in the way that Vygorsky has suggested? If so, our ideas of teaching this ability band need drastic revision and will require resources far beyond those available in any school.

**Where the axe is likely to fall on colleges**

Sir.—Audrey Segal's so-called information, January 14, about which London establishments will suffer the elimination of their initial testing programme, may or may not turn out to be correct.

However, journalistic reputations have to do not only with predictions but also with facts, and in one respect in the article "Where the axe is likely to fall" she has not her facts quite wrong. Sidney Webb is not having problems with his BEd valuation.

The degree has been approved as an innovative course. It has normal A level entry for 18-year-olds as well as an alternative scheme for mature students. Neither of the schools of which the BEd is a part have any BEd students.

The degree in question is the Bachelor in General Studies degree of Newcastle University. It is true that since its introduction in 1974 this course has recruited very poorly, and that on DIS advice we have decided to withdraw it.

Dr HARRISON,  
4 Bishop Street,  
London N.1.

**Plus and minus**

Sir.—My mother, aged 80, a teacher's widow, was pleased to hear that her pension was to be increased by £5 a month. Unfortunately, they forgot to tell her that her income tax would go up by £7 a month. I am now trying to explain to her the loss of £2.

Perhaps the relevant Government departments could come up with an explanation which would not only satisfy an elderly woman who needs £2 but would also satisfy me, who dislikes seeing Government blunders playing games with each other.

DOROTHY M. MAIR,  
20 Oakdale,  
Harerogate, Yorkshire.

**Misnomer**

Sir.—I applaud Professor Whitley's notion (January 14) of an "ath" for teachers along the lines of the Hippocratic oath taken by doctors. But I do wish he had chosen another name for it. "Pedagogue" means "pupil-keeper."

**Standing on their own two feet**

Sir.—The act of sending your children to state schools includes the certain knowledge that you are accepting your community's provision for the education of its children, with all that implies in terms of advantage and disadvantage.

It means that you have the advantage of state authority, in terms, among other things, of inspection, to ensure reasonable standards (Editorial, January 7) or arrangements to organize the school day to save money over dinners, if this is so desired (Letter, January 7).

The disadvantages are implicit in the fact that the state has to provide for all children, irrespective of education or availability of teachers, which sometimes means disruptive pupils or even overlarge classes.

The growing division between the state and the independent sector is not of our choosing, nor can I see how "cutting them adrift" will harm the rest of us, if certain minority sections of the community decide to "go it alone" in an effort to preserve privilege and selective education then they cannot expect anything else.

D. T. MITCHELL,  
Hon Secretary,  
CASF, Bedford and District.

**How to keep up to date**

Sir.—Mr Cole (January 14) ought to be a medical doctor, not a professional one in the school system. He has a research background, which certain processes are offered to the children.

I wonder what would be the effect upon many children if parents leave school were dependent on the passing of a mathematics exam at 11, in the morning, which would involve a week's hard work in preparation to lend their teachers a week's holiday?

Nonetheless, the weakness of the idea put forward by Mr Cole is that it is inadequate in the teaching methods, but unable to teach. In the meantime, I suggest he examine the BMA Education Council.

HARRISON,  
4 Bishop Street,  
London N.1.

**Film studies: getting criticism in focus**

Sir.—If Stanley Reed had taken the trouble to consult us before writing his misleading article on "The Visual Revolution" (January 7) we could perhaps have put him right on a number of points.

The activities of the Society for Education in Film and Television are not limited to the publication of the magazine *Screen*—which is judged primarily a journal of film theory. The society also publishes *Screen Education*, which is more directly concerned with the questions facing practising teachers, particularly at the secondary level.

Topics that have received special attention in *Screen Education* during the past three years include CSI and OCE examinations, the establishment of courses for 11 to 13-year-olds and curriculum outlines for primary schools. SEFT also distributes teaching materials for the 14-year-old range; organizes weekend schools and a one-week Ensign school which offers in-service training for secondary teachers; has recently established a number of regional teachers' groups, and generally works in close collaboration with the rest of us, if certain minority sections of the community decide to "go it alone" in an effort to preserve privilege and selective education then they cannot expect anything else.

"Having problems of validation" either. These facts could all have been checked without much difficulty. In view of the potential damage such a remark might do in the present fragile situation it was irresponsible of her not to have checked them.

I. D. FEARNLEY,  
Course Leader,  
Pro-service BEd (5-13),  
Sidney Webb School of Education.

Most of our educational activities are directed towards teachers working with children and young people. The dozens of teachers who work with us can testify that any claim that we are indifferent to them and their needs is unrepresentative and misplaced.

Finally, we should point out that it was in 1971 (not 1969) that the board of SEFT (not the editor) declared in an editorial statement their commitment to film theory—not to a "theory of cinema in the context of the teaching of film". The quotation Mr Reed next uses, about "altering teaching and education" is indeed from something written by the then editor, Sam Rohdie, but in a signed article (not an editorial) in which he raised a series of questions about education to which he thought the society and its magazine should address themselves.

The relevance of addressing those questions—as questions—has been proved by the constant increase in the society's membership and in the circulation of its magazines since they were first formulated.

Sir.—Several important points need to be made in relation to Stanley Reed's article "The Visual Revolution". First, it is an old historical perspective on the development of film/TV studies, particularly by a former director of the British Film Institute, which conspires to omit any clear that we are not parallel organizations, dividing up the field between "higher" and "elementary" [sic] levels of education.

In grant aided SEFT, the BFI has taken into account what it has considered to be the long-established seriousness, coherence and usefulness of the policies proposed by the society and the work achieved. It may be as Stanley Reed believes that SEFT is strongest in the theoretical and speculative fields. The BFI certainly recognizes, like Stanley Reed, SEFT's unique and valuable contribution in this field in its journal *Screen*, but takes account also of the more specifically educational achievements of the society's journal *Screen Education*, the various

contacts in all sectors and levels of education with teachers of film TV and related subjects, and has in progress many groups, projects and courses in different parts of the country.

Its influence on approaches to the teaching of the subject during the 1960s, during much of which Stanley Reed was the BFI's director, and now in the 1970s, was and is very great, arguably greater than that of any other single agency. As a simple example, two of the papers which "constitute the core of the course" described by Terry Norris in another article in the same issue, was disseminated through the EAS and (a fact which the article fails to mention) are available from it.

Second, the BFI supports the Society for Education in Film and Television, historically and currently the largest professional organization of film/television teachers in the United Kingdom, as a grant in aid organization (as it does the British Universities Film Council and the British Federation of Film Societies).

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schools and courses it runs and contributes to, its growing network of regional groups of teachers, and so on.

Many other educational and other organizations, NAFE among them, seek grants from the BFI for their work. It is not and will not be financially possible for the BFI to constantly add to its grant aid organizations, so the BFI's funding policy for other organizations with similar objectives is to make grants (for example) for particular projects (for example courses and schools) which are presented in the same terms of seriousness, coherence and usefulness expected of the grant in aid organizations and therefore merit support. NAFE has often been in receipt of such grants and other support and will doubtless continue to be so in the future. JTM HILLIER, Educational Advisory Service, British Film Institute.

Sir.—These of your readers who have a special interest in film and television education will have noted several references to the National Association for Film in Education in recent issues. Unfortunately, they may well not have known how to contact the association, since the withdrawal of our annual grant from the British Film Institute has left us with insufficient funds to advertise. Accordingly, as the new general secretary, may I invite those interested to write to: BRENT ROBINSON, General secretary, NAFF, 130 Fair Oak Road, Bishopcleeke, Eastleigh, Hampshire.

**Rote not right for slow learners**

Sir.—Professor Borer (January 14) and those who share his views seem to depend upon the belief that it is possible to teach slow children things by rote which can then be used by them in other situations. Is this the case?

I have found it impossible to rote teach maths to slow children. If they do not understand it, they cannot do it.

On the other hand, quicker children can learn complicated algorithms by rote and find it tiresome to have the underlying mathematical processes explained to them. Perhaps the quicker children, reinforced by previous successes, are not afraid of the jump in the dark required by the rote approach to problems. I am not sure about this, but the matter could do with closer scrutiny. GORDON HAIGH, Anglesay Junior School, Newtown, Birmingham.





# Reading, writing- and arithmetic

Noel Hughes on the economics of publishing today

The publishing industry this year faces four major problems: each will affect different houses in different degrees, and each is potentially destructive of the industry.

Let me first dispose of the "problem" of book production, which is not of crucial significance to publishing, although the public believe the contrary and are led to this belief by the actions of publishers themselves. The deteriorating quality of paper, the use of un-sophisticated printing machines producing unjustified lines, the decline of the hardbound book, and the virtual disappearance of cloth as a binding material—these are the signs of a publisher wrestling desperately with the issues that really matter. The truth behind the signs is different.

A publisher who does not mark up his product five times is heading for bankruptcy. Thus the manufacturing cost of a book is 20 per cent or less of the retail price. The overhead cost of a publisher's production department ought to be slight—well under half that of an editorial department and perhaps only a third of a marketing overhead. In a crisis, no secondary production can be made, so much the better.

This is not, however, the area where the big spending is being done or where, inferentially, the big economies can be made. Those publishers who appear to think otherwise are dangerously mistaken. Why, then, this preoccupation with production costs? I suspect there is a primitive explanation. When in crisis it is always comforting to have a scapegoat—preferably one in the yard. Hammering the printer is less disagreeable than squaring up to financial problems that seem to have only harsh solutions.

The most obvious of the four problems is that of finance. While inflation, and the measures taken to restrain it, make financial problems much more difficult, just what rate of inflation the industry can survive is an unanswered question. Book publishing is a peculiarly capital intensive industry. Indeed, money, and his own personal judgment, are the only things a publisher provides. He does not make anything: he pays the printer to do that. Most publishers, for the first part, do not sell anything either: they hire the sales services of bookshops. The American who is alleged to have said "who needs to play the horses when he can publish books?" was expressing an important truth. The publisher is a professional punter (not a card-sharpener, because a stud-book and form analyses are available).

But this is not the whole truth. The publisher not only finances deals, he finances the stocks that arise out of them. It is an interesting reflection that stockholding, though an important part of the publisher's (perhaps the most fundamental) feature of publishing, is not an essential ingredient of it. It is a fact of the present state of printing technology that to print it crudely—the unit cost of a book falls as more copies of it are made. In order to meet the rising expectations of the marketplace, the publisher has to make a quantity that may turn out to be stock for one, three, five or even 10 years. Throughout that time, his capital is tied up in it.

The cost of providing finance has been an important cause of the rise in book prices. Perhaps only one industry has done so. Business does publishing—the wine and olive business. However, whisky, or even wine, can be cheaply stored in bulk. Even when packaged they can be stored in standard cartons of standard bottles. The publisher must store in the highly processed form of printed sheets and if in book form (unless he is in the mass paperback business) in volumes of varying formats. The practice of holding liquor stocks is known as laying down, and people at large have been educated to understand that it costs money.

We can now approach the problem of distribution: holding stock, getting it to the bookshops and selling it. It must be remembered that the industry exports about 50 per cent of its output and some publishers might reach 70 per cent or so. The British publisher with a single warehouse will hold stock for the world, but his British distribution arrangements will affect less than half his stock.

Consider the dimensions of the British traffic: some 30,000 new books or new editions come out each year from several hundred publishing units criss-crossing the country to several thousand bookshops. The bookshops have neither the cash nor the physical space to stock most of this, so a vast amount is bought and sold to over 100,000 small booksellers for a central wholesaling house, but none has existed for decades. When it was less desperately needed than it is now there was a wholesaler called Slippin Marshall. His bankruptcy is a painful (and for a time was a potentially litigious) topic for British publishers. Some years ago, before the industry could bring itself to plan another, so far all efforts have failed though it is once again under active study.

Wholesaling does exist for the mass paperback market and it may be instructive to consider why. Mass paperback publishers need a multiplicity of outlets to permit impulse buying, and that means using all the bookshops, however small, as well as supermarkets, newsagents and so on. Yet the retail prices are so low and the discounts so high that to supply less than a minimum (it might be as low as 10 or as high as 25) of a single title is simply uneconomic. And so it suited both sides to have an intermediary: a wholesaler who could buy on a scale that the paperback houses could come with and yet adapt to selling to all manner of outlets. W. H. Smith, of course, is big enough to achieve a partial solution of its own. It orders centrally for all its shops which then acquire stock from the chain's Swindon warehouse. But this does not obviate ordering from a great range of book publishers.

Though both sides of the industry acknowledge the need for a wholesaler, both have been forced to adapt to doing without one. As a result (and especially on the publishing side), facilities have been built up that would be under-utilized were a wholesaler to re-emerge. It may prove difficult for some publishers to make the necessary adjustments to accommodate a wholesaler now, and the growing importance of the export markets for many of them may further weaken a resolve to make sacrifices.

Accompanying this complexity of traffic, and in part a product of it, is the fact that it takes an unconscionable time to obtain a book by an order through a bookshop. At regular intervals the Bookseller sets out the average times taken by the larger publishers to fulfil orders to a sample of bookshops. The table is open to criticism and it certainly emphasizes the culpability of the publishers and underplays the culpability of the bookshops; but the rough truth is that there is a week or two of delay, a week or three of delay, or even a week or four of delay. There is a circumstance that might possibly justify tolerance of this damaging middle-

If the publishers were running their warehouses and internal distribution organizations with impeccable efficiency they could argue: "It may look a bit ruthless to leave the trader with this mess but our operation is incredibly efficient and the resultant economies do filter through in the price structure." They cannot. The distribution end of publishing is, in most houses, the weakest, too. Rapid expansion and frequent mergers have produced a substantial number of houses running their own rural-style, computer-based warehouses. Some of the larger houses provide warehousing for the very small publishers, thus extending what may be already a great variety of stock, some in several editions, selling in bulk or in singles, peaking in sales at summer or Christmas, or whatever passes for Christmas in the southern hemisphere. Women into this apparently simple business of selling books off shelf are the tasks of delivery of review, inspection, and exhibition copies; stock control, handling, re-ordering and wastage; despatch (including the preparation of shipping documents) billing and credit control. Admittedly, the modern warehouses are complex; but too many are "bussed" rather than managed.

The third problem can be stated shortly. This is the threat to publishing posed by the uncontrolled spread and largely uncontrolled use of photocopiers. The threat is everywhere, and perhaps the Publishers' Association has been too complacent about it. The most vulnerable publishers are those whose per-page cost is highest. They are the scientific publishers, peddling their mathematical and chemical formulae, who for some years were under-represented in the ranks of the P.A. But there are other countries (Germany for instance) where government and public seem better served of the problem.

There is no obvious solution to this because its terms are always changing. The task is somehow to keep copyright law in touch with reproduction technology. There is an urgent need for better control because patents on the present crop of copying machines are coming to an end. That, traditionally, means more competition and presumably cheaper systems. Meanwhile we await publication of the Whitford Committee report on copyright law to which photocopying must have been a principal challenge.

My fourth problem is that of over-production; to the extent that any or all of the foregoing three can be "solved", they can only have the effect of worsening it. A prime cause of over-production is the ease of access to the publishing industry. The publisher's barriers to entry are, no licence, no particular skill and only a few hundred pounds. If there is a perpetual accession of new imprints, all houses, once they exist, are tempted to expand. If you are publishing 10 books a year and believe that without any addition to your editorial, production or sales staff you could publish 12 you will probably believe that, in the event, you could spread your overheads over 12 instead of 10 and make all publications just a bit more profitable. It is a seductive argument and it takes a real cash crisis to make most publishers' proof against it.

There are certainly no compensating pressures leading the publisher to contract, and for the larger publishers the possibility of contraction is limited by the need to cover large fixed overheads. The quantum of production is not, anyway, a matter within the

determination of British publishers. It is an international language and some of the output of the United States, the other English speaking countries, and recently Israel, India, Europe (east as well as west) and Japan tends to find an outlet at the United Kingdom somehow. All of this may sound terribly good (which it is) and indicate that the publishing industry has no future (which it has). Most among the factors helping to worsen the difficulties is the undoubted opinion of publishers, a quality more easily described than felt, it you would have it, in an editorial conference and listen to editor proposing for publication with all conviction of St Paul and the passion of the old Colman, what to everybody else is transparent albatross.

Some valuable help has come from Treasury in the form of repayment of Corporation Tax in respect of stock held, but, in some firms would certainly have helped. Gratitude for this is tempered by the knowledge that if the Treasury had fined itself to levying tax on goods imported by large publishers are causing the eyes abroad, where profits of a sort are earned, in fact the most profitable activity at present seem to be carried on by the book publishers in parts of Africa, the Middle East, and by those specializing in publishing in this country. The day is exporting a bit of your home output to one. Publishing for Africa or for the East is a separate game. Publishers who wholly owned subsidiaries abroad have done well. The fulfilment of their obligations to shareholders and, when the books are sold on, the repatriated profits are secured by the collapsed pound. All the profit of course—but whose profits? The bonus in the present rate of inflation is the collapse of the pound. Some of the markets taken some of the sting out of the rise in British book prices. Some markets in economics demonstrably doing better than the British. Scientific publishers must continue to hope on the recovery of the German, German and Japanese economies.

Whether they are looking at home or abroad for recovery, all publishers are inexorably towards shorter printing runs, faster-selling lines, or both. Scarce cash has handicapped only by putting out books in smaller quantities, or by using more paper, or by using more ink. Schools and university books will be cheaper, though I have both the schools and individuals will see books as bargains—which in many instances are unquestionably true. Many books, however, will not in future get published at all. Without any addition to your editorial, production or sales staff you could publish 12 you will probably believe that, in the event, you could spread your overheads over 12 instead of 10 and make all publications just a bit more profitable. It is a seductive argument and it takes a real cash crisis to make most publishers' proof against it.

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In a later article, Noel Hughes will cover in more detail the "firmware" within the home book trade operation.

# One way traffic

James Keddie on the brain drain

Taxing the Brain Drain. 1: A Proposal. Edited by J. N. Bhagwati and B. Harrington. The Brain Drain and Taxation. 2: Theory and Empirical Analysis. Edited by J. N. Bhagwati. North Holland Publishing Company, Amsterdam, PO Box 211.

One thing leads to another, in economics as much as any other field. Propose a tax, and practical men and lawyers jump down your throat with awkward questions on the net tax yield, legality, and even basic human rights. Suggest that the large-scale transfer of "brains" from the poor to the rich countries is a matter for concern, and that something (for example, a tax) ought to be done about it, and you are forthwith faced with a levy of economic reasoning questioning your specific palliative, and variously asserting and denying, on different assumptions equally acceptable to themselves and unacceptable to the public, the seriousness and even the existence of the problem you are proposing.

Such a process of qualification and debate is pursued through the pair of companion volumes under review. Unfortunately, the result is tedious and disorganised. One never feels that one has been brought to grips with the issues involved, or even convinced that the debate has been conducted within the right framework.

The original "proposal" was advanced in 1972 by one of the editors, Professor J. N. Bhagwati, of MIT. Himself an emigrant from India to the United States, he shared the prevalent concern about the migration of educated people from the poor countries in Asia, Africa and South America to the rich countries, primarily to the United States, Canada and the United Kingdom. This migration was regarded as harmful to the poor countries, or at least as beneficial to the rich ones, and Bhagwati proposed that these latter should levy a tax on the incomes of educated immigrants from the poor countries, remitting the proceeds via the United Nations, either to the countries of origin of the immigrants or to the poor countries in general.

The objection was soon raised that such a surtax would be discriminatory against the residents of the rich countries and thus ground unconstitutional in the United States; and the opportunity was taken of further examination of the proposal by a conference of lawyers and econo-

nomists in 1975. These two volumes are based on the proceedings of the conference, the first covering legal issues and revenue estimates, and the second providing some further economic analysis of the brain drain.

Some conclusions may be briefly summarized, together with some background information. The problem—if problem there be—of the brain drain from poor countries is geographically concentrated. Not only do North America and the United Kingdom take the great bulk of educated immigrants, but there are also very definite principal countries of origin: the Philippines, the West Indies, India and Hongkong/China. But on the incomplete and unconsolidated statistics presented, it is not possible to determine whether these countries provide a majority of the immigrants. Similarly, certain occupations—engineers, doctors, nurses, teachers—figure largely in the immigration statistics, but these are not compared profession by profession with the numbers remaining in the poor countries. Overall, however, it would appear that migration constitutes a very small percentage of enrolments or graduations in either the poor or the principal rich receiving countries.

As might be expected, the estimated surtax revenues are correspondingly small, about US\$300m from North America and the United Kingdom (more than two-thirds of it from the United States). This in turn raised practical concern among the lawyers about collection procedures and costs. They were, however, able to satisfy themselves that if the tax were raised by the poor countries, using the rich countries as agents, it could pass legal muster; though the opinion with which they were able to disregard apparently explicit provisions against discrimination (by reference to laws which could be construed as contradicting these provisions) can only leave the layman with the distinct doubt whether any law means what it says.

On their side, the economists writing in volume two came up with less positive results. Their empirical models of migration are not very satisfactory, being built on data of income and educational attainment merely educated—immigration) into the United States from both poor and rich countries. On this basis, economic man is found to rejoin, seeking higher wages, albeit rather uncertainly; but the return on an emigrant's outflow to Chicago

remains stubbornly and staggeringly high, and "mobility-inhibiting distortions" caused by such things as "family ties" must be solemnly invoked to explain why a lot more of us do not go and fill the big time in the United States of America. The economic theorists frown, in their part, on what they take to be the misconceived empirical estimates of what is at stake—the alleged gain to the rich, or loss to the poor countries, from the brain drain. They cannot, however, agree among themselves whether any loss should in theory be expected, arriving at the not very surprising conclusion that it depends upon the assumptions underlying the theory. Perhaps their most significant contribution is to suggest that the mere possibility of emigration might have far-reaching effects on the poor countries' economies (for example, by altering the tax structure independently of whether many educated people do in fact emigrate).

This may seem a scant return from nearly a hundred pages of close print and mathematical symbols. But it is indeed only the tedious nature of the statistics points to satisfy himself either that many questions need to be answered about the proposal, or that it is worthless, who will derive profit from these volumes. He may well reach the latter conclusion.

Among the questions never satisfactorily answered by the contributors are: does migration impose a loss of income or welfare on those left behind in poor countries? Is migration a long-term phenomenon, or the product of the boom and easy immigration laws of the states? Will the educated immigrants, taken alone, not all immigrants or indeed all residents of the rich countries? What are the political consequences of treating certain established residents of one national community as though they belonged to another, or of treating the earnings of individuals as the property of their country of origin? What effect would the tax have, if raised, on the levels of private remittances (and of other forms of government aid) to the poor countries? If compensation is to be considered in the case of immigrants is intended, how is this achieved by the final version of the proposal whereas tax proceeds are distributed as United Nations aid to the poor countries in general? On the other hand, simply more aid in the form of grants, which resort to a measure so uncertain in its effects as this proposal?

Both schools of thought have been able to produce evidence in support of their own contentions in support of the Deschamps view can emphasize the basic exploitation of others involved in all forms of colonialism; those who emphasize the contrasts between the two forms of colonialism can point to the differences that mark Anglophone and Francophone Africa today. Both schools have tended to indulge in generalizations, with a cautious reference to "colonial exigencies". The merit of Asiwaju's book is that he takes up African ethnic nationalism, the Yoruba, and that segment of the group—the Western— that were divided by a colonial frontier (Dahomey/Nigeria), and looks in detail at the effects of French and British rule on the lives of the African people. He has done this with the greatest care, taking oral testimony from the Yoruba and making good use of archive material in Nigeria, the République Fédérale du Bénin, and Dahomey's current name—and Paris.

On almost all counts he finds the contrasts are more marked than the similarities. The French believed in greater centralized administration, were more concerned with equalization of culture (especially in re-

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## The sahib syndrome

Godfrey Brown on colonialism in West Africa

Western Yorubaland Under European Rule 1889-1945. By A. I. Asiwaju. Longman £6.50. 582 64591 3.

Few university history departments can have made so significant a contribution to research and to school curriculum development as the history department of the University of Ibadan. In part, of course, it derives from the peculiar problems and opportunities of African history—but only in part. As under the editorship of Professor F. A. Ajayi (now vice-chancellor of the University of Lagos), has shown an exceptional scholarship which has enriched the politics wrapped up as African history.

Dr Asiwaju's book is a notable contribution to this series and to the discussion of the effects of British and French colonialism in Africa. It is a book which emphasizes the differences that marked the impact of these two colonial powers. However, of late, some scholars—notably Hubert Deschamps—have tended to emphasize the similarities of the policies pursued by the two

colonial powers.

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22 Books/Third World

Breaking a vicious circle

William Cleghorn on some alternative views on development

Dissect on Development (student edition). By P. T. Bauer. Widenfeld and Nicolson. 16.50. 297 77220 1. 14.95. 77221 X.
What has a homeless flood victim in Bangladesh in common with a millionaire Mexican brewery owner? Nothing whatsoever, except that they are both citizens of countries variously described since the Second World War as emerging, developing, underdeveloped, less-developed and plain poor. While stark destitution attracts an equally simple humanitarian response from most people, the idea of development—the way in which entire societies advance their material well-being—is as complex as those societies themselves, and correspondingly contentious.
Undaunted by the evident complications, a generation of writers on world economic development has by now made a truism of the proposition that the rich countries are growing richer while the poor countries grow poorer. This deplorable state of affairs is declared to be largely if not entirely the fault of the rich countries, who therefore bear a heavy responsibility for shepherding their indigent neighbours into prosperity. In fact, poverty-stricken societies cannot hope to improve themselves by their own efforts, for studies of the mechanism of economic growth have shown that they are trapped in a vicious circle of poverty and stagnation. From this they can only be extricated by a combination of massive external assistance with comprehensive internal economic, political and social reform. Nothing short of the most carefully coordinated planning at national and global levels can even begin to grapple with this gigantic task.
For some 20 years, Professor Bauer has been steadfastly denouncing such explanations and proposed remedies for world poverty. He finds the explanations deficient in observation and faulty in logic, the remedies mistaken in intention and all too often ineffective if not actually disastrous in application. His collection of eight essays entitled Dissect on Development first appeared in 1971 and now re-emerges in a "Student Edition", shorn of much of the supporting detail presumably intended for professional economists, but essentially intact and unrevised.
First in line for observational and logical demolition are the notions of the vicious circle of poverty and the widening gap. Flaming after them come centrally planned economies and many of the conventional arguments for foreign aid to poor countries. Popular beliefs about colonialism and its legacy of economic imperialism are exploded as myths. By now the audience of Professor Bauer's alternative view are becoming visible. Lost—bemused perhaps by the intellectual wreckage accumulating around him—the reader should at this point seize prematurely on the proffered alternative, demolition proceeds apace. A brief but concentrated attack on the Marxist-Leninist position is followed by an equally sharp assault on Myrdal's colossal exposition in Asian Drama (1968) of the problems of south Asia (a region much discussed by writers on development and not perfectly synonymous with India).
Next for attention is the United Nations Conference on Trade and Development (UNCTAD), a multilateral attempt to establish a permanent means of redressing the supposed disadvantage of poor countries in trading with their wealthier and more powerful partners. UNCTAD is roundly condemned as much for the mythical quality of its raison d'être as for the ineptitude of its performance. With Professor Bauer now more or less in sole possession of his chosen field, the baroque of dissent abuses. In his concluding essays he first considers the strengths and limitations of economic analysis as a component of technical assistance to poor countries, and finally offers some cautionary advice on the pursuit of economic studies among peoples and ways of life so different from those for which economic theory was first developed.
And what is the alternative view? It is that the pattern of development in a country depends basically on the diverse appetites and attitudes of its people and communities for work and leisure. Given a sufficient access to external resources, the form of freely traded goods, and to such natural resources as they do not already own, countries will develop at a pace which is more likely to be rapid than increased by too much government. The proper concern of economists in government is with the formulation of grand development plans proposed by those for whom malignant intelligence and conspiracies for world conceived controls conjured up a clutch of spuriously simple economic indicators, rather than the humbler task of collecting and analysing the economic data for the innumerable, small, scattered but locally appropriate, sliding, investing and other technical and material resources.
Readers with a radical bias will have no difficulty in returning to their professional fire, and may wish to use the case studies to elaborate their own more emotionally charged gurus of their own. The standpoint is manifestly conservative, but the argument is based on deep insights and an important critique of conventional wisdom in development theory. Some of the arguments appear to be weathering less well than others. The Bauer view of world population growth increasingly odd; whatever the statistical significance for human well-being of changes in the welfare of numbers of human beings, the bald fact that there are too many human beings for the world to support is a reality which becomes doubly more insistent in the new dimensions of quantum for the environment and resource conservation, which Professor Bauer does not provide. He knows, perhaps better than most observers, that grand development plans are failing by the hour in poor countries; that development cannot be sprayed on the desert like pesticides on fields; that, in spite of everything, poor countries are home to those who live in them. Outsiders who promote home-improvement schemes will well to remember it.

A vast subject, partly understood

Richard Waller

The Growth of African Civilisation: The Making of Modern Africa Volume 1: The Nineteenth Century to Partition. By J. D. Omer-Cooper, E. A. Ayandele, A. E. Afago and R. J. Gavin. Longman £1.50. 582 60247 5.
The Revolutionary Years: West Africa Since 1800. By J. B. Webster and A. A. Bohen. Longman £1.45. 582 60246 7.
Iron Age to Independence. By D. E. Needham. Longman £1.45. 582 60298 X.
Political Institutions of West Africa. By J. H. Price. Hutchinson Educational £1.75. 09 12311 6.
African history creates special problems for the teacher. The subject is vast and, as yet, only partly understood. There are few syntheses which can be drawn upon for school use; teachers must generally draw their own history together from source and adapt it to the needs of the school syllabus. There is a need for simple but not simplified surveys within a predetermined framework. These four books, written with the requirements of school Certificate examinations in mind, meet the need with mixed success.
The Revolutionary Years and The Making of Modern Africa, both in the Longman series 'The Growth of African Civilisation', are readable, well-learned, and produced to a high standard. The numerous illustrations and maps complementing the text. Omer-Cooper and his colleagues have drawn nineteenth-century Africa in sharp outline, aided by clear focus which divides the text into short, easily-assimilable sections. The chapters on Southern Africa are perhaps the best, but Ayandele keeps a firm grip on the confusions of Mah-grebin and Ethiopian politics. West Africa, unaccountably called 'Middle Africa', is less well covered, but this detracts little from an excellent survey of a difficult period.
Webster and Bohen are thoroughly at home in West Africa. Two long sections on the forest and savanna states give full weight to developments before Partition. The works of established historians are used to give depth to the analysis. Familiar sections on Partition, Colonial Rule, and Independence then follow. Unfortunately, the authors were unable to revise their work to include the new insights and experience of the others. However, this is outweighed by other excellent features—proper coverage for Francophone Africa and Liberia; and the stimulating use of passages from primary sources. Throughout, the authors broaden the perspective by drawing interest beyond the confines of the syllabus. Questions, things to do, and suggestions for further reading will help teachers.
In contrast, Iron Age to Independence is disappointing, even allowing for the difficulties of reducing a huge span to a single comprehensive account. This miscellany of a sense of the coherence and movement of events, but Needham produces only fragmented history. Topics appear and dis-

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23 Books/Africa

Poorest of the poor

John Oxenham on the effects of international aid

International Aid and National Development. Edited by Nancy Parkin. Macmillan £10.00. 333 141768.
The differences are, of course, deliberately chosen. Their range covers two formerly French territories, Tunisia in the Arab world and Senegal in sub-Saharan Africa, two formerly British territories, India and Kenya, one previously Hispanic possession, Chile (independent since 1818, however) and one never colonised, if long sick, imperial power, Turkey. Each case is treated by a different consultant, so that styles, quality and even readability vary. Dame Nancy herself gives an account of the habits of a number of donor agencies of aid, both national and international, and winds up the cases with a discussion of her own. The canvas is wide and the information rich—there is sufficient almost for a reference book.
The engaging feature of the HH work is the confrontation between certain current general beliefs and certain facts observed in a particular state. What comes out is no easy confirmation of truth or rejection of myth. For instance, the redistribution of the European farms to several thousand Africans meant a more equal distribution of wealth and possibly income in Kenya generally. At the same time, some Africans secured very large farms, while others received only small-holdings meant that inequality among Africans was probably exacerbated.
The most interesting project is impossible over outcomes, they are no more feasible in assessing the prior human and institutional interplay. The facile notions of the dominant donor of aid manipulating a compliant client state in the interests of its own commerce and global power dissolve under inspection in Kenya. Lack of space forbids illustration.
HH do not dispel all the questions over international aid nor do they argue that there are no ill-effects—quite the contrary. What they do try to show—entirely readably—is that most of the effects of some British aid have not been for

the worse, that they have not exaggerated economic inequalities any more than normal differences in development would have done and that they have even mitigated tendencies toward unwarranted grandiosity.
The title of the Parkinson book is in fact a misnomer. Educational Aid and National Development might imply an assessment of the contribution of aid in educational programmes to overall national development. Such is not the case. The contents are more catalogues of educational projects which received aid and fairly sketchy estimates of whether the projects benefited or not.
As some of the contributors note, the national effects are really beyond their reach. Local initiatives, ventriloquy, maladministrations, miscommunications, abrasions, failures and successes are duly noted. Analyses are made and recommendations ventured—recommendations, as Paul Stirling wryly remarks, which everyone claims to have been trying to do for years. The issues taken up for discussion are given treatment that is not profound, rigorous or original.
Two end points. Small projects are strongly favoured by both books. The sin of bigness is habitual with donors—HH explains why—and begs for curing, both in itself and for the damage it brings. Second, perhaps the most interesting project—Hacettepe University in Turkey—shows what an inspired and capable national can do to weld resources both from his own state and from a complex of sympathetic outsiders. It touches perhaps the heart of what aid should be all about, for education and for the poorest of the poor.

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The world's finest man?

Dr James Drabazon does not really consider the questions: how good a doctor was Schweitzer, and how effective was his hospital? For many like myself, not interested in theology, not in Schweitzer's philosophy, the interest lies in the hospital. We do get a few opinions about it; those of Dr Stanley Browne, who said it was a disgrace; Dr Jack Penn, who said nothing could be gained by changing anything; and John Gurney, who said that medical standards were high. But we really need to know much more.
Unfortunately the author is not, I suspect, really interested in medicine. At one point he makes a reference to "the horrifying self-centredness of some of the medical profession, to whom sickness is a matter of professional interest rather than compassion and a place which merely makes people suffer less is valueless". Perhaps James Drabazon should ask himself which he would prefer should he fall ill, professional courtesy diagnosis and treatment or compassion.
Drabazon makes no reference to any interest that Schweitzer may have had in pathology, and this remains an intriguing question. We know he had a powerful intellect; to what extent did he apply it to the study of disease? Medicine is after all, not just a routine of applying standard remedies to well-understood processes. Schweitzer was well placed to make many interesting medical observations. Did he ever do so? Not until 1956, when Schweitzer was 83, was there a proper laboratory.
He was a remarkable man. His tenacity in pursuing his life's work, even in the face of the most formidable opposition, his own philosophy of life rather worse than negative, is all this? It is a pity

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## A grip on life

Edward Blishen on African literature

Myth, Literature and the African World. By Wole Soyinka. Cambridge University Press £4.95. 521 21190 5.

African Literature in the Twentieth Century. By O. R. Duthorne. Heinemann Educational £2.80. 435 39056 5.

Culture and the Nigerian Novel. By Oladele Taiwo. Macmillan Education £4.05. 333 19561 2. £2.45. 19562 0.

It is a mistake, Mr Duthorne points out, to suppose that African literature is a brand new twentieth-century product. Africa has long had a rich oral literature, on which the modern written form "rests heavily". (An odd phrase, suggesting some kind of helpless dependence: the story is much more complicated than that.)

So, a European newcomer to the scene may remark, what we have here is a primitive literary technology, as it were, being replaced by a more sophisticated one. African literature comes into the open, out of its singing, dancing sequestration, and begins to look like other modern literatures. It catches up, as it were. An account of African literature in the twentieth century, such as Mr Duthorne has written, must be an account of the way that this literature is becoming recognizable and familiar.

This is not an idea that a reading of Mr Duthorne's book would encourage, as it were, being replaced by a more sophisticated one. African literature comes into the open, out of its singing, dancing sequestration, and begins to look like other modern literatures. It catches up, as it were. An account of African literature in the twentieth century, such as Mr Duthorne has written, must be an account of the way that this literature is becoming recognizable and familiar.

But the effort is worth it. Professor Soyinka is an original thinker, and part of what he is engaged on is the exploration of ground that is not yet familiar to anyone. The African literature, there is a bland acceptance of this literature, he says (though not even that, it seems, in the department of English at Cambridge), but as an apprentice branch of the literatures of the West, Professor Soyinka detects the existence of a "second epoch of colonization". Physical colonization may be ended, or ending; but attempts at colonization of the spirit continue. But Africa must claim the right of "self-apprehension". It must discover "the values authentic to itself". And here we are on a tightrope. It is a tightrope that, through the years, he has walked, perhaps better than anyone. On one side is the "drop" into "negritude". Briefly (though this is something it is almost impossible to be sensibly included a report on a seminar on children's literature and an evaluation of Nigerian children's books. The publisher, Hans Zell, will launch in April a directory of information on libraries, publishers, booksellers, magazines, newspapers throughout Africa, and new papers. The African Book World, are book reviews, news, interviews and articles about the book trade in Africa; previous issues have

The African Book Publishing Record (published quarterly at £18.00 a year from PO Box 56; Oxford OX1 3AL) has as its prime purpose the bibliographic listing of new and forthcoming publications in English, French and African languages. At the front of the journal are book reviews, news, interviews and articles about the book trade in Africa; previous issues have

brief about negritude is a profoundly emphatic assertion of Negro uniqueness. As it happens, Wole Soyinka has made the single most memorable comment on this notion saying: "A tiger does not proclaim his tigritude, he pounces." In one of the essays in this new book, he comments ruefully on his own comment, which is often misquoted (Mr Duthorne gets it wrong): "If only one knew in advance what would make one statement more memorable than the next!"

On the other side lies the denial of African singularity, which would make things easy for that new kind of colonialist Professor Soyinka points to. From the right, he states the position that he believes to be the true one: that Africa must apprehend its own nature, assert its own special reality, while granting that, whatever the issue is, that issue belongs to our "common humanity". His essays are attempts to define certain radical differences between the African spirit and the character of Western consciousness. In the two most striking of them, comedy and drama, he points to a difference in which, he believes, Africa may have the advantage. He does not blur this conviction, and often presents it in witty caustic terms. The West, he holds, has lost its sense of the sacredness of the gods. It has lost its sense of the sacredness of the gods. It has lost its sense of the sacredness of the gods. It has lost its sense of the sacredness of the gods.

In Professor Soyinka's own Yoruba tradition, for example, the gods have never been transferred to homes in the sky; there is no god that "walks on the water with out getting his feet wet". In the Yoruba tradition, for example, the gods have never been transferred to homes in the sky; there is no god that "walks on the water with out getting his feet wet". In the Yoruba tradition, for example, the gods have never been transferred to homes in the sky; there is no god that "walks on the water with out getting his feet wet".

Oxford's education department, which provides information, materials and speakers on overseas development, also publishes a free booklet about their educational materials, all of which may be obtained from 274 Dumbury Road, Oxford OX2 7JZ.

Two of the most attractive and informative of these are *Recipes from Mama Land*. 111 recipes from 42 countries, spread broad and white with facts about the countries' population, geography and education and exports opposite each recipe. and a "Jackdaw" like wallet of project information on *Donsday: A Village in Iran*. This is suitable for students in their fifth year and above, and costs £2.05 for well-designed sheets, booklets and maps, on the Lusitan Working Group Project, on living conditions on Iranian history and culture (including a record of a Turkish song) and 31 large, monochrome photographs.

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## 26 Books/Literary/Education

### Education for equity

John Anderson

To Light a Candle. By J. R. Bunting. Evans £5.95. 217 5012 9.

"It is better to light a candle than curse the darkness." The proverb about the common remarkably appropriate for British education. But it is not only the sentiment that is significant. Its origin in Hindi culture reminds us of the understanding and experience of others.

During the colonial period it was the British predisposition to lead rather than to learn, but in establishing schools, especially secondary schools, aimed at educating indigenous leaders, the more sensitive expatriate schoolmasters found learning from their pupils not only personally rewarding but essential to their work. It is seldom realized that whatever the demerits of the colonial situation, such schools recorded levels of excellence and breadth of activity quite the equal of Manchester Grammar School or King Edward's Birmingham, often in circumstances where commitment and initiative had to make up for a lack of material resources.

Explicit elite training may be fading in the wake of the Empire, yet the need to create an education system which rewards the committed and initiative had to make up for a lack of material resources. Explicit elite training may be fading in the wake of the Empire, yet the need to create an education system which rewards the committed and initiative had to make up for a lack of material resources.

John Greeting, who spent a year in the desert with the Bedouins in July, 1975, sent a final of self-determination to the United Nations. He writes of the Bedouins' colonial administration, and the pressures of the desert. This conclusion is that the country that the Bedouins have been driven out of existence.

Suzanne Cronje, writing of labour and political murder in Africa, investigates the bloodstained dictatorship in the world and presents a series of responses (or lack of) in the United States, China, Russia and the United Nations.

Mr Duthorne and Mr Taiwo have written useful guides to the territory. Interesting on the problem of justice. Until a local readership of any size exists, for whom is the African writing? (A Kenyan visitor to his home over Christmas was made sorrowful by Wole Soyinka's dense prose). Mr Taiwo offers an exhaustive account of the Nigerian novelists in terms of their own culture; as he points out, it is not so long since critics could discuss Chinua Achebe only as a sort of godson of Thomas Hardy.

Any of these three may positively needle the Western reader into resorting to the literature itself. And this would be a reasonable thing to do, because, to understand the singularity of African literature, most of us have a great deal of reading to do.

included a report on a seminar on children's literature and an evaluation of Nigerian children's books. The publisher, Hans Zell, will launch in April a directory of information on libraries, publishers, booksellers, magazines, newspapers throughout Africa, and new papers. The African Book World, are book reviews, news, interviews and articles about the book trade in Africa; previous issues have

to review contemporary Africa which have an increasingly large book whether home or abroad. Naturally, he writes with imagination and imagination throughout the book, then a clear attempt to relate their experience to the present. He makes considerable sense of the strength of the book from first hand experience in aspects of third world education. This contrasts with use of generalized sources of British education.

Nevertheless, there is a warning about the narrowness of the British education system which can be exposed much more clearly by third world experience than any home based writer. It is interesting to note that to build links between grammar school teachers and potential employers at least ten years before the yellow paper to treat the study of political religious innovation as well as a concern with the agricultural and not as a by-product of academic training. Consultation and communication need to look outwardly, recurring concern. In the Joint Commonwealth Education Service. Today that need is passed but it is still vital a world where we still offer a total aid, that British teachers themselves us part of the world change in which they as much to learn as to give.

The Anti-Slavery Society has recently published (at 75p each) a first two Research Reports: *John Nabah: The Fight for Self-Determination*, by John Greeting; *Imperial Government: The Nigerian Dictatorship*, by Suzanne Cronje.

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## Left of centre

Guy Arnold on Nigeria

Nigeria: Economy and Society. Edited by Gavin Williams. Rex Collings £5.25. 86036 0166.

Nigeria: Political Economy. By Margaret Peil. The People's View. Cassell £1.65. 304 29673 2.

The Nigerian approach remains gradualist and conciliatory. Analysing the relationship between foreign investment and the needs of a developing country such as Nigeria, Akureddin-Ala surveys a policy of selective liquidation and withdrawal of private foreign investment would be in the best mutual interests of both the more and the less developed countries of the world. Judging by past performance foreign capital will not oblige in this way.

In a perceptive essay on "Urban Growth and Urban Government" R. K. Home dispels a number of misconceptions about urban problems in developing societies and shows, for example, that deficiencies in basic public services in Nigerian towns are the result of both the rigidity of indirect rule and the conservatism of colonial officials rather than because of the "developing status" of the country.

Two general themes emerge from these essays: first, that many of Nigeria's present problems have roots in the colonial period and result (negatively and positively) from the British ideal of what Nigeria should be; and second, that the present structure of Nigerian society seems likely to perpetuate many of the existing inequalities. The essays are controversial and meant to be so; they will be disputed by both Nigerians and outsiders interested in the country's development.

*Nigerian Politics: The People's View*, by Margaret Peil, is the result of a different kind of academic research. Eight hundred and forty-one interviews were conducted with market traders, university students, farmers, craftsmen, clerical workers and housewives all over the country. For a country as vast as Nigeria with not less than 60 million and perhaps more than 70 million people it must be open to question just how representative 841 responses can be, but despite that limitation, what does come over is a fascinating cross-section of views.

Questions range from the relative efficiency and helpfulness of military and civilian rule, to corruption, social inequality, mass violence, and the Underdevelopment of Nigeria. E. O. Akureddin-Ala starts off simply: "One of the roots of the continuing economic backwardness of the over-300 world countries is the over-prolonged sojourn of private foreign investment in them". The fact that Nigeria did not make use to marry political and economic nationalism from the start, the writer argues, has meant that foreign capital has found it easy to consolidate its dominant position. By the time the Governor General was in its indigenization dawn in 1972, the alliance between foreign capital

and the Nigerian élite—whether business or government—was so firm that there was little enthusiasm in the country for nationalization (in whole or in part), even though it was very much in the air in Africa.

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## Disentangled

Keith Lye

A Modern Atlas of African History. By Dr G. S. P. Freeman-Grenville. Cartography by E. Hausman. Rex Collings £3.50. 860 36 0113. £1.50. 860 36 0091.

Students and teachers of African history are faced with the task of disentangling the complex historical geography as well as the chronology of events in a continent more than two and a half times as large as Europe. Another difficulty is relating the unfamiliar names of long-vanished states and the bewildering number of African peoples to the present-day map of the continent.

Acknowledging these problems, Dr Freeman-Grenville has produced a reasonably priced historical Atlas which summarizes the main facts and sequences of events in African history, especially for use in secondary schools. The Atlas will also be a valuable reference work for any general reader in conjunction with a African history text.

The Atlas contains 70 detailed, labelled maps with clear keys. The maps are printed in two colours (black and orange) and the use of the second colour is mostly functional rather than decorative, enabling the author and cartographer to increase the amount of information on the map without detracting from its readability. Most maps are full or half-page, together with a dozen small inset maps which supplement the information on the main map.

The timespan covered by the Atlas is vast, starting with a map of the Early Stone Age sites, which are far more numerous in Africa than elsewhere, suggesting that Africa was in the forefront of stone tool-making technology. The recorded history of Africa begins in about 3100 BC in Egypt and the first section of the Atlas necessarily concentrates on North Africa, although there is also a useful map showing Bantu migrations in central, eastern and southern Africa from 500 BC. The medieval Sudanese states of Western Africa were unknown in Europe but they were visited by Arab traders and scholars, whose records provide most of the information summarized on a series of maps.

The second half of the Atlas covers the spread of European influence in Africa from the 15th century, the development of African kingdoms in the interior and the age of colonization, including a particularly useful survey of African resistance to European rule from 1834 (Algeria) to the 1970s (the ex-Portuguese territories). Finally, six detailed maps cover the period from 1914 to 1975.

The 1975 map of Africa includes the independence of Mozambique and Angola. But the Atlas does not include the Spanish withdrawal from Western Sahara and its partition, and the renaming of Lourenço Marouès (Maputo) and Dahomey (Benin), all alterations to the map of Africa which occurred in 1976.

The Atlas contains a select bibliography and a useful index/gazetteer.

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Based on the Nuffield Combined Science material, this is a complete and comprehensive course for the first two years of secondary school science. The approach is practical, and the use of carefully constructed worksheets reduces the amount of written work required from pupils.

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28 Religious Education/Classics

Musak readings

Kathleen Gibberd on assemblies
Stories for the Middle School Assembly. Compiled and edited by D. M. Prescott.
Blandford Press £1.40. 07137 0805 0.
"another world... full of caring Readings for Assembly. By R. L. Bowley.
Centaur Press £6.00. 090000 87 2.
Themes and Prayers. By Margaret Owens.
Macmillan £1.60. 333 19429 2

Who was Orestes' aunt?

Mary Hoffman
The Dictionary of Greek and Roman Mythology
By David Kravitz. New English Library £4.50. 450 02147 5.
Mr Kravitz's publishers claim that his dictionary will meet the needs of both "students of classics" and "crossword addicts".

PRIMARY SCHOOLS

Don't miss an interesting Times Educational Supplement competition in two weeks' time for children below the age of 12 years. Competitors will be invited to submit their own reviews of any book—fact or fiction—which they have enjoyed or found useful.

Full details about the competition and the prizes will be published in The Times Educational Supplement of February 11. They will appear on the second page of the special inset in the TES that week entitled "Primary Books".

THE TIMES Educational Supplement Every Friday 15p.

29 Books/Third World

Sowing and reaping

Gerard Gill on underdeveloped economies
Development and Underdevelopment: A Marxist Analysis. By Geoffrey Kay.
Macmillan £7.50. 333 15402 9. £3.95. 333 21297 5.
Meeting the Third World Challenge. By Abinash Chandra and V. N. Balasubramanyam.
Macmillan £10.00. 333 15016 3.
Public Finance in Developing Countries. By A. R. Prost.
Weidenfeld and Nicolson £6.50. 297 99500. £3.50. 297 77052 7.

From coast to coast

Robin Cohen
Liberia and Sierra Leone: An Essay in Comparative Politics. By Christopher Clapham.
Cambridge University Press £4.50. 521 21095 X.
Ghana and Nigeria 1957-70: A Study in Inter-African Discord. By Olayide Aluko.
Rex Collings £5.50. 901720 925.
It is certainly a marvellous idea for the author to compare the two countries. The book is written with clarity and economy of style and with an absolute minimum of jargon.

Anthropological acts

The Sociology of Developing Societies. By Ankie M. Hoogvelt.
Macmillan £7.95. 333 15758 3. £3.95. 15759 1.
Principles of Social Structure: South East Asia. By D. E. Brown.
Duckworth £8.95. 7156 0917 3.
Both of these books sprang from the authors' experience of practical teaching, and both are concerned with finding a theoretical basis for understanding developmental problems.

Afrique mon Afrique

Léopold Sédar Senghor. Selected Poems—Poésies Choisies.
Translated and introduced by Chris Williams.
Rex Collings £4.50. 086 036013 X. £2.95. 901720 90 0.
Hammer Blows. By David Mandesal.
Diplo. Translated and edited by Simon Mpondo and Frank Jones.
Helmens Educational 65p Africa and Caribbean, 90p elsewhere. A33 90174 2.
Africans writing in English tend to be seen as writing for an indigenous audience. The Palm Wine Drinkard" or to express strong reactions to colonial and/or post-colonial life.

But he would certainly have been jolted out of any naive international evangelism with which he started.
D. E. Brown is an anthropologist who has used field work as well as archival studies on the political development of Brunei state. He has been influenced by M. G. Smith and others, who found the concept of corporatism a useful tool in the study of social structure.
Based on his own teaching material used in American universities from a wide variety of South East Asian societies is supplemented by a case study from his own work to illustrate the predictive uses of theory. Both writers are concerned with political realities as well as with sociological theories, and both show a similar optimism in the power of human rationality and will to palliate the stresses of a rapidly changing world.
Brown's book is the more modest yet also the more scholarly in tone of the two, as he also senses the social theory to illuminate social process. He recognises that despite much recent criticism, structural studies are still essential to the understanding of historical process.
Unlike Hoogvelt, who is concerned with theories of the evolution of society as a generalized phenomenon, Brown recognises the practical necessity for a relatively fixed starting point in theory and its application to a limited social field to begin with. A detailed examination of concepts of corporatism is followed by chapters giving local data on sex, age, ethnic, local, and descent systems of classification; as well as those of ritual, property, occupation rank and voluntary association, all as incorporative principles important in understanding South East Asian societies.
A properly set out bibliography, quotations to head each chapter and a reasonable index with many diagrammatic explanations in the text, all ensure that the students' own reading and critical participation is facilitated. If there is less immediate political relevance—less passion and a more academic tone, the reader is forced to a down-to-earth contact with the intractable complications of political reality.
Both authors would agree that whatever the limits of social action, preliminary understanding and hard thought are an absolute necessity. The relevance of social anthropology to thinking about current political affairs, and the absurdity of believing it to be a discipline doomed by lack of data and relevant theory to withdraw from a subject in its own right, is amply demonstrated in each of these books.
Rosemary Pritch

# Warwick considers film studies BA

CARL SLEVIN reports on the BUFC conference

The British Universities Film Council recently held a conference at the University of Warwick on teaching film at undergraduate level. The choice of place was important because Warwick is in process of deciding whether or not to establish the first single honours film studies degree in the country.

As an academic study, film has an uncertain place in British higher education. Like all new developments it is threatened by the cuts in spending and its requirements in terms of equipment, materials, hiring-charges and technicians make it much more vulnerable from this point of view than traditional arts subjects. Because it is so new and related in such a complex way to contemporary civilization, film studies has not yet developed a clear identity integrating the various directions and approaches open to it.

Up to now, film has been used almost entirely as a service resource along its bit for natural science or for subjects such as history or languages or politics. The nearest it has got to autonomy has been as one of the more trendy aspects of courses in communications or semantics.

There are, of course, the film schools in the colleges of art, but these are almost entirely concerned with film making rather than history or analysis. The same is to a considerable extent true of the post-graduate courses at the RCA, the Slade and the University of Bristol. An exception is Bournemouth College of Education which is reported to have one of the finest film studies schools in the country.

The development of film studies is further hindered by the extremely thin spread of film teachers in higher education. There are only five full-time university teaching appointments in the subject area, one each at Warwick, Keele, Essex, East Anglia and Kent. All have been sponsored by the British Film Institute which agrees, more or less formally, to finance each of the posts. In the past, the condition that the university concerned took it over thereafter.

This has already happened at Warwick, but there is some doubt about the continuation of the Keele posts after its first three years which expire next October. The lecturers at Essex, East Anglia and Kent have one, two and three years sponsorship to run respectively so that their future is not presently in question. Many polytechnics have film appointments but these tend to operate in a service capacity or as subsidiary parts of broader subject areas.

Warwick already has firm plans to start a joint theatre and film studies degree in 1978 (postponed from 1977 because of the cuts last year), and may go ahead with single honours film studies at the same time. A scheme drawn up by Robin Wood, senior lecturer in film studies, will be considered by Warwick's senate next month. It has been accepted at the various lower levels and, paradoxically, the main worry seems to be about its economy in staffing.

It proposes to provide sufficient courses for an honours degree with only two new lecturers, one to be appointed in 1978, the other in 1980. Total teaching staff, including Peter Bowen, director of the Audio-Visual Aids Centre, who has a special interest in film studies, would be four, to cover the single honours degree, the joint degree with theatre studies and various courses offered as options in other degrees. The BFI has offered to support the 1978 post for three years on the same basis as the first appointments if Warwick does go ahead with the undergraduate degree.

The BUFC conference, which attracted more than 80 participants, concentrated on one film, *Letter from an Unknown Woman* directed by Max Ophüls (1947), as a starting point for general discussion of film studies. However, the four main speakers, who all have been talking about four different productions. There was one basic division, between textual/aesthetic and context/social views of film studies.

Patric Wollen, lecturer in film studies at Keele, used *Letter from an Unknown Woman* as an example



Courtesy of John Hill.

of narrative structure, and denied the necessity of specific connections between that and the production structure. Taking this kind of argument further, Victor Perkins, lecturer in film studies at Bournemouth College of Education, approached the film as a work of art to be analysed in terms of its coherence and richness.

Because it was made fairly recently and in social conditions with which we are mostly familiar, he felt that no real problem of intelligibility arises and that a very minimum of context is required to assist understanding.

On the other hand, Richard Dyer, lecturer in American studies at Keele although he is one of the BFI sponsored appointments, saw film as a splinter of society which must be related to the other parts in terms of the ideologies of the conflicting interests which make up the whole. Stephen Heath, lecturer in English at Cambridge, continued this argument suggesting that historical specificity could only be achieved by examining cinema as an institution.

"This involves looking not only at the text of the film and/or the general industrial and social structure in which it was produced, but also at the cinematic 'machine' situated concretely in between the

# Stately homes of England

by Gillian Thomas

The stately homes, castles and estates of Britain have a wealth of material to offer schoolchildren. Now this can best be exploited by the bringing in of the contents of the houses and teachers-in-March onwards as part of Her Majesty's Education Year.

More than 100 private houses have already decided to take part in the scheme. Its main purpose is to raise the expectations of teachers when they arrange to take a school party on visit. Next month a school in the country will receive a broadsheet about the specific educational facilities and projects which are being organized at any of the houses.

Projects include not only excursions and lectures, but also children's camps and even a teaching in a Civil War complete with a re-enactment of the siege at Dodding Hall, which will be presented in May by the Roundhead Association. There will be several other projects, including one organized by the National Trust, which is taking part.

To increase cooperation with teachers, each of the houses will hold an Open Day in April 30 so that the problems of school visits, to it as discussed in detail.

As John Hodgson, a local teacher who is now director for Heritage Year and curator of Salbury Hall, puts it: "In this way, we hope to provide schools with valuable long-term resources as well as day-to-day visits. Further, from Mr Hodgson at Sudbury, Derbyshire.

It may seem rather obscure to mention that the First World War also had positive and even beneficial effects. It brought a new independence to women; it led to the

other two. The machine, he argued, provides the stock of constraints which constitute film's identity as a specific signifying practice.

The main drawback of the aesthetic approach was seen as a temptation to put films in glass cases, to separate them from anything outside. Equally, the social approach is in danger of turning into a kind of instant sociology loaded with jargon and raising endless ideological questions about the relationship to film in other factors. In both cases, he tends to be abandoned not only with, but because of, the outflow of built-water.

The final discussion session of the conference related the different approaches to more practical issues. At the most general level, participants examined the political implications of accepting either of the approaches, and, in more bread and butter terms, the question whether there would be any students for an undergraduate degree. The growth of O level and advanced O level GCSE courses suggest that a demand is growing but the only reliable way of finding out would be to provide the course.

● Still from "Letter from an Unknown Woman"

# Visual Education

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# The Illustrated LONDON NEWS FEBRUARY

THE QUEEN'S SILVER JUBILEE Special articles by Philip Howard Margaret Laing plus pictures of the royal party in colour.

# Works of art or craft?

by Jack Rosenberg

Calligraphy Weaving Crafts Advisory Committee, 12 Waterloo Place, London, S.W.1. £2.70 each.

The Crafts Advisory Committee is producing a series of slide packs containing lecture notes by leading craftsmen and 35mm colour packs of original modern work. The first three sets to be published are on calligraphy, early musical instruments and weaving.

Calligraphy covers a wide range of work from the formal lettering of Helen Child and Irene Wellington to the free brush work of Ann Heckle and the beautifully decorated writing of Donald Jackson. A quotation from his work *A Book of Alphabets and Ornaments* stands hanging in the studio of all calligraphers. "Letters only have grace when they are written not with dislike or haste or ill-intention but with joy and love."

The illustrations are all one-off pieces and do not include writing for reproduction (which requires a different approach) or carved letters, but techniques such as wax

resist, cut out letters, jesso and gold and silver leaf are shown. Most of the chosen slides, which are from recent work by members of the Society of Scribers and Illuminators, were obviously written "with joy and love" and are very much personal expressions.

Considering the amount of exciting work which has been produced in recent years, particularly in the form of wall hangings and rugs, the slide pack on weaving is disappointing. Work by Eleanor Scarfe, Peter Collingwood, Hughian Gilby and Brian Short, for example, would have better fulfilled the promise in the introduction "to illustrate as far as possible the wide range of textile constructions that lies within the scope of a designer-weaver-knitter-maker." However, as this is "Weaving part one", the situation may be remedied in the next selection.

On the whole, these sets are well produced. With the booklets introducing the subjects and giving details of techniques, size and materials used, they could serve as a useful introduction to the crafts for students in colleges and the upper forms of secondary schools.

Society Today, a magazine which has recently been launched by New Science Publications for social science students, is concerned with such topics as immigrants, drugs and women in society.

The material is designed to provide plenty of facts for classroom discussion and should stimulate interest in contemporary problems which students could look into.

The magazine is published fortnightly during term time and a minimum of 10 copies at 20p a copy can be ordered by schools and colleges of further education. An additional free copy is provided for the teacher. Orders should be sent to: "Society Today", Room 254 King's Reach Tower, Stamford Street, London SE1 9LS.



Illustration from one of the slide packs accompanying the National Christian Educational Council's new "Search for Meaning" series.

Some new Lego educational sets containing enough bricks for six children to work together on a joint project are now available for schools for about £15.75 a set. Supplementary sets, costing £3.55, and a design storage bag at £4.80 can also be ordered through most of the major educational suppliers, including BSA, Gals and E. J. Arnold.

A leaflet showing the complete range of the sets for children of eighteen months to those of six and over is available on request. Information from British Lego Limited, Wrexham, Clwyd, North Wales.



The Two World Wars

Three single frame filmstrips The First World War The Second World War Parts 1 and 2. Teachers' notes for each strip. Longman Group Limited, Longman House, Burnt Mill, Harlow, Essex CM20 2JF. £6.00.

The author has assembled some good visual material for this pack. There are 48 frames in the "First World War" strip, including five good maps and an excellent diagram of the war casualties, which emphasizes the pointless carnage which was such a conspicuous feature of the 1914-18 war. "It was total warfare which touched everyone, dislocated millions of private lives, and ended in death, ruin and disaster on a scale never witnessed before in history."

The sections on the war in Asia are less detailed and reeks of that insular lack of interest in the wider world which is a feature of many school histories. There is no breakdown of *Corrosion*, "the prison-house of the peoples", and it allowed new nations to emerge in Central Europe. Scores of thousands of Asians and Africans took part in this world war, and the survivors never really accepted the old dispensation again. The war stimulated anti-colonialism and signalled the beginning of the end of white, western European hegemony. These matters are hardly touched upon by W. F. Norton who does seem to have a certain nostalgia for the world before 1914. The two strips on the Second World War also contain some very good visual material. There are 12 good maps, the war in Europe is well illustrated, the horror and heroism of the Battle of Stalingrad comes over clearly. A diagram of war casualties similar to one supplied in the first strip would be helpful.

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# Carnage, horror and heroism

by M. J. Ostrynska

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# Talking about ecology

by P. K. Boden

Man and his Environment by Brian Chadley Sound Editors, 7 Grove Park, Liverpool L8. £5.00 plus VAT.

This pack of two sound cassettes and teacher's booklet has been produced for use in general and liberal studies classes in secondary and further education. The two talks under the general title *Man and his environment* concern some of the problems facing man as he looks forward to the twenty-first century. The tracks are entitled "Man's dependence on his environment"; "Population explosion - myth or reality?"; "Pesticides and the food problem"; and "Man's future survival".

The speaker and author is education officer of the Wildfowl Trust at Marron here, Wiltshire. He has a clear command of the information one would expect an ecologist to present in talks under these headings. In both the talks and the accompanying booklet, reference is made to the work of Rachel Carson,

Paul Erlich, Jean Dore and Barry Commoner.

The booklet states that the talks are not intended to be exhaustive accounts of the problems of ecology, that the sound medium is not capable of effectively communicating a mass of factual data, and that the talks are intended to "provoke critical thought and stimulate discussion". Heron lies the problem of pre-recorded oral presentations.

Though one cannot quarrel with the argument, the overall effect is dull. Despite the intention to provoke and stimulate, the talks lack variation in pace, tone and style. The presentation needs breaking up to make obvious points where the track can be stopped for discussion. Key points are not emphasised in the reading as issues or by asking enough questions. A more rhetorical question and answer style would have helped.

The four tracks taken together have to be seen as primarily information sources. As such they are sound but the teacher will still have to provoke and stimulate the class.

# Music to attending ears

by Owen Surridge

After several years of gestation the Schools Council's ambitious new music teaching scheme, "Time for Music" has been launched. By using its teachers unfamiliar with musical notation can successfully teach music to children of primary school age, it is claimed.

Aimed initially at infants and junior departments, the highly structured teaching programme uses games, taped stories, work cards, puzzles and songs, which all follow a plot, rather than a language teaching course. Children work in small groups and the only musical instruments needed are a glockenspiel or xylophone, some simple percussion instruments and a cassette tape recorder. The aim is to help many more children to participate in

musical creation and entertainment. Launching the new scheme Mr Iain Kendall, deputy director of the project, said: "Music taught in this way is a highly integrative activity, with implications that run right through the learning system. Children learn to listen, to remember sounds, to read and to write their own tunes, to play instruments more fluently and to sing better. It has also helped some children to learn to read words."

Mr Kendall and others of the development team are now running courses throughout Britain to introduce the scheme to teachers and a music centre has been set up at Reading University, where this and other music teaching aids can be hired by E. J. Arnold & Son of Leeds.

# In the bird garden

Harewood House, near Leeds, Yorkshire, has a study base in the grounds where teachers can take classes for half-day sessions to work on projects or to look at slides of the wide variety of birds to be found in the bird garden.

Drawing materials and project books are supplied free for any school which reserves the study base and there are also information packs for teachers. Details about the house and its contents are available on a project book on the house is now being prepared. There are facilities for school parties in the grounds, and a first aid kit.

The entry fee is 40p a child to visit the house and the grounds or 30p a child for admittance to the bird garden only. The resource centre is available at no extra cost for eldior booking.

For further details, contact the Education Officer, Harewood Education Centre, The Estate Office, Harewood, Leeds LS17 9LQ.



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# Macro-regional view of the essential Asia

by M. J. Clark

World Geography: South East Asia Three Common Ground filmstrips with handbooks. Single Frame ISBN 0 7056 2246 0. Price £9.50 Longmans, Longman House, Burnt Mill, Harlow, Essex CM20 2JF.

The title and elegant packaging of this unit raise hopes that it might provide a new view of one of the world's most rapidly evolving regions. In the event, these hopes turn to disappointment within minutes, for this is nothing more than an unreviewed reissue of three old (in one case, very old) filmstrips. No attempt has been made to link the strips, and their mixed percentage and editorial policy provide a problem for teachers hoping to use all three to teach the geography of the whole region. Assuming that they are to be used separately, it seems appropriate to consider them in turn, starting with the oldest.

*A Journey in China* by J. A. Laurys was barely geographical when it was published in 1957, being explicitly a travelogue based on a single journey. The accompanying notes often in traditional travel commentary style, take us hastily past the Great Wall, Forbidden City, Temple of Autumn and many other tourist havens, and give the strip flavour more of architectural history than geography.

The introduction (written shortly after the emergence of the Republic) takes the debatable viewpoint that "... the central point of the policy of the Communist Government is the development of industrial production" but this rather unbalanced assumption has no influence on the strip, which does not include a single picture of modernity, nor indeed any picture showing a motorized vehicle.

The complex development of the Chinese commune is also missed, for although the handbook was revised in 1972, this was statistical updating rather than content or conceptual revision. It is difficult to moderate the conclusion that this filmstrip is now geographically worthless. Indeed, it is counter-productive for it contains an impression based on outdated and partial views. The Longman group should not have re-issued a book

that was conceptually 20 years out of date. It is greatly to the credit of regional geography that priorities have changed dramatically since 1957, and when the region's Demeter was published in 1971 both content and pedagogical approach were utterly different. This filmstrip aimed to provide stimulating raw material which could be explored through discussions. The structure was a sequence of unifying themes selected both to characterize the region and to reflect the increasingly systematic approach to geography. Thus, Japan is introduced under four headings - cities and city life; landscape and climate; industrialization; and farming.

The task of encapsulating the geographical essence of a country as diverse as Japan is daunting, and the success achieved by this filmstrip is thus all the more creditable. The approach is particularly valuable for its fusion of old and new, giving a strong impression of the pace and scope of change in modern Japan without giving too much weight to geographically spurious historical relics. In many ways, *Hong Kong: a crowded environment*, by Andrew Reed, is the best of the three strips. Although published in 1972 it is well suited to current needs, with emphasis on the integration of systematic generalizations (particularly on urban themes) and regional specifics. Since it covers only a small area, the strip can give a thorough impression of the region's diversity, while stressing a logical progression through those topics which the author sees as fundamental to an understanding of Hong Kong's development.

Both handbook and pictures reflect a real feel for the area, displayed as much in the balance of themes as in the detailed comment on individual frames. Questions help to maintain interest, but the support of asking some of them. Filled with up-to-date statistics, this strip would make an excellent teaching material—and an interesting learning experience. The idea of packaging three filmstrips to provide a macro-regional view is certainly valid but, as so often, it is the content rather than the package that determines value. Teachers would do better to buy individual strips to suit their needs.

# From woodland to skeleton

by John Barker

An example of an ecosystem by M. J. D. Hiron The anatomy of the human body: the bones Series editor Susan Bouchier Sets of 12 35mm colour slides in a transparent wallet with teaching notes. £2.40 each set. The Rickett Encyclopaedia of Slides, 143 Chatham Road, London SW11.

The example of the ecosystem given is that of a woodland. The first slide illustrates a general view, subsequent slides show the tree, shrub and ground layers of the wood. There are three examples of consumers and their food; the larva of the eyed hawk moth feeding on the tree layer, an adult cockchafer on leaves and a vole on ground vegetable material. An illustration of leaf fall links with slides of fungi acting as agents of decay. Finally, soil bacteria are shown simply as colonies growing in a petri dish and a micro-arthropod found in the soil.

It is very difficult to do justice to a complex ecosystem such as a wood in only 12 slides. But by emphasizing important elements an overall view comes across. As the number of illustrations is limited it is difficult to see the value of the ruminated bacterial colony in a petri dish. Surely a photo-micrograph of a named and important soil micro-organism would have been of far more value. That apart, the standard of the photographs is good and the important elements in each slide can be clearly seen.

However, it would certainly be valuable to extend this folio further and explore the different trophic levels at greater depth. Diagrams showing interaction of the various components would be most useful in any extended set. The notes are concise and the set is a useful introduction to woodland ecology.

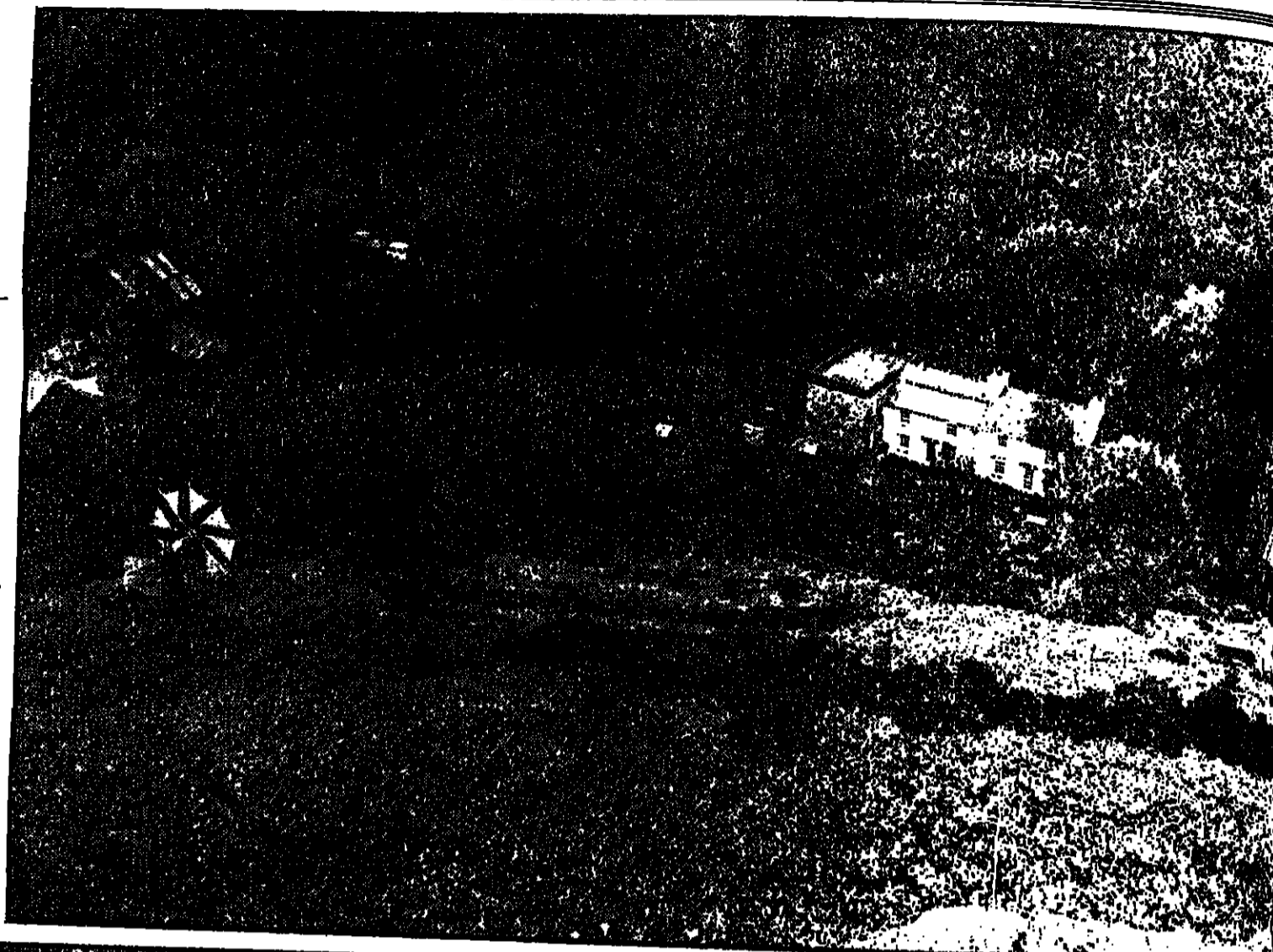
The bones illustrates the human skeleton—slides show the complete skeleton, skull, vertebral column, girdles, appendicular skeleton and rib cage. The slides contain labelled drawings of the various parts. The drawings are clear and the labelling does not go into too much detail and is well laid out. The fact that the slides are labelled reduces somewhat their value if they were used in a consolidation exercise for students' knowledge of the skeleton.

The notes are concise and provide a good summary both of the function of the skeleton and an outline of the parts which comprise it. For a teacher who wishes to use slides as a visual medium, as opposed to, say, overhead projector transparencies, for this topic, this set is an economical means of doing it.

## Living within our means

The Centre for Alternative Technology in Powys, Wales, houses a project which aims to show 'that people can live happily on limited material resources, producing a minimum of waste and pollution, but without returning to the hardships of the past.'

Photographs by Jonathan Player



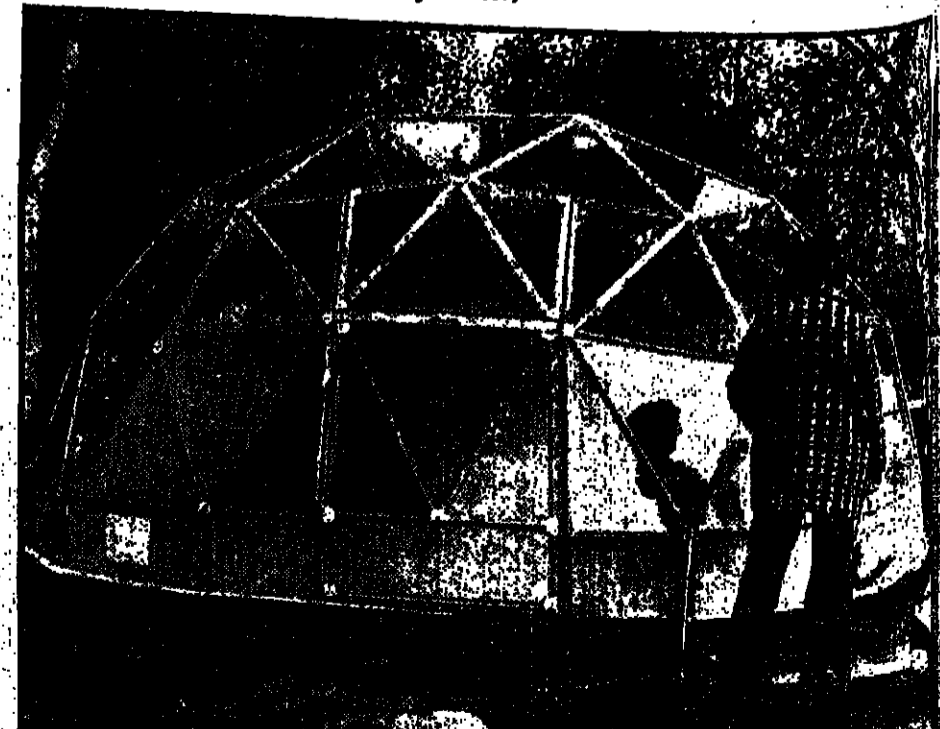
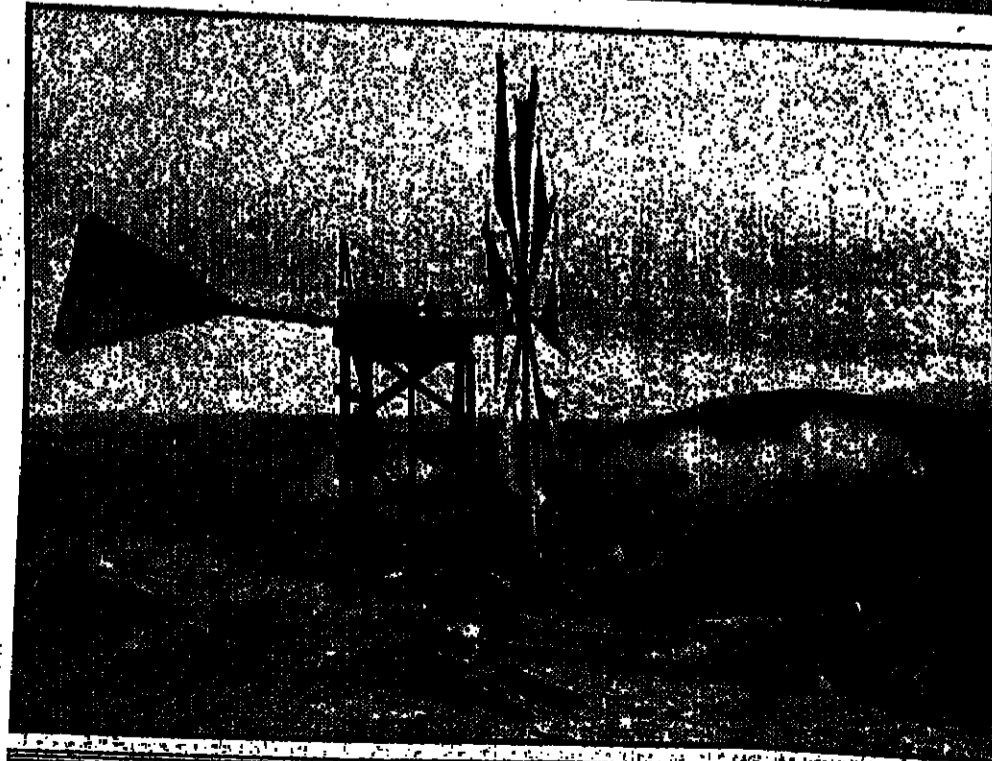
● Above: The cottages which accommodate the project's staff were rebuilt from ruins, and incorporate wind power, sun power and energy-saving principles in the design.

● Left: Robert James, the Project Director, and Robert Todd, the Technical Director, on the polystyrene and polyurethane heat store. The store can hold 25,000 gallons, and is fed by warm water from the solar panelling on the exhibition hall roof, which in turn provides underfloor heating.

● Below left: A Cretan-type wind machine overlooking the cottages: built of wood and canvas, it can produce up to 700 watts in a 23 mph wind.

● Below right: the domed tank, heated by solar panels, improves the growth rate of fishes.

The Centre—at Llwyngwern Quarry, Machynlleth, Powys, Wales—is open daily from 10 to 5, or dusk, if earlier.



## A unique event in British Drama

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Our greatest literary heritage is now available on tape cassette. The Actors' Co-operative organised by AuthorTapes are producing taped adaptations of the works of Shakespeare. Times Newspapers Ltd, when they heard of the project, expressed their enthusiasm by lending their support. Each cassette, lasting approximately 60 minutes, will feature leading British actors and will include an introduction (prepared by Dr Gareth Lloyd Eyns and spoken by Leigh Crutchley) to set the plays in literary and historical context—plus a specially selected musical background. The directors are Frank Hauser and Charles Lefaux.

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The first five cassettes (stereo/mono compatible) are now available prior to general distribution as a special concession to readers of this journal. Please use the coupon to order.

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These are the first five tapes; others will be announced at regular intervals over succeeding months:

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ADDRESS \_\_\_\_\_

(Note: Also available through the Educational Productions Ltd catalogue.)

# Classified Advertisements

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## Feel free! (Take a party to France.)

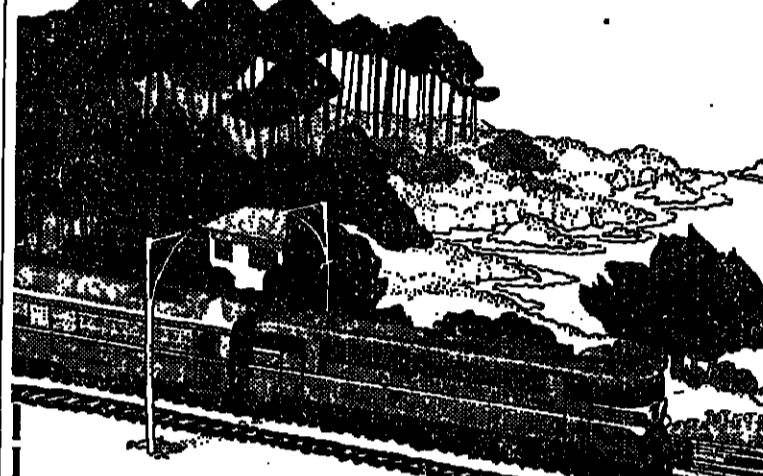
Yes, as the leader of a party of 15 or more fare-paying passengers you travel completely free. Which is something to think about. Your students can get substantial fare reductions too! Up to 40% off for 10 or more travelling together - see these and other facilities below.

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- 30% off the return fare too, for undergraduates travelling to a holiday course

at a French University, subject to certain conditions.

**Budget Holidays in Paris and the French Riviera.** Ask for details of these 'all-in' holidays, run in conjunction with French Railways.

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### Nursery Education

#### Headships

**WILTSHIRE**  
 (London Borough of) WILTSHIRE NURSERY SCHOOL, 100, Piccadilly, London W1V 0AB. This new Group 4 school is due to open in the Autumn term, 1977. Applications from nursery school heads to the Headmaster, Mr. J. G. Wicks, M.A., Ph.D., Director of Education, Education Office, Broadway, Stratford, E15 4LJ.

#### Senior Masters/Mistresses

**BEDFORDSHIRE**  
 EDUCATION SERVICES, BRIDGE ROAD NURSERY, 100, Piccadilly, London W1V 0AB. An experienced nursery teacher, with a minimum of 5 years experience, to take charge of the school. Applications to the Headmaster, Mr. J. G. Wicks, M.A., Ph.D., Director of Education, Education Office, Broadway, Stratford, E15 4LJ.

#### Other Appointments

**CAMBRIDGESHIRE**  
 (London Borough of) CAMBRIDGESHIRE EDUCATION, 100, Piccadilly, London W1V 0AB. Applications for various posts in the nursery sector. Contact the Headmaster, Mr. J. G. Wicks, M.A., Ph.D., Director of Education, Education Office, Broadway, Stratford, E15 4LJ.

### HERTFORDSHIRE

**HERTFORDSHIRE COUNTY COUNCIL EDUCATION DIVISION**  
 NORTH HERTS DIVISION, 100, Piccadilly, London W1V 0AB. Applications for various posts in the nursery sector. Contact the Headmaster, Mr. J. G. Wicks, M.A., Ph.D., Director of Education, Education Office, Broadway, Stratford, E15 4LJ.

#### Primary Education

**BEDFORDSHIRE**  
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#### Other Appointments

**WILTSHIRE**  
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An experienced qualified nursery teacher, with a minimum of 5 years experience, to take charge of the school. Applications to the Headmaster, Mr. J. G. Wicks, M.A., Ph.D., Director of Education, Education Office, Broadway, Stratford, E15 4LJ.

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### DORSET

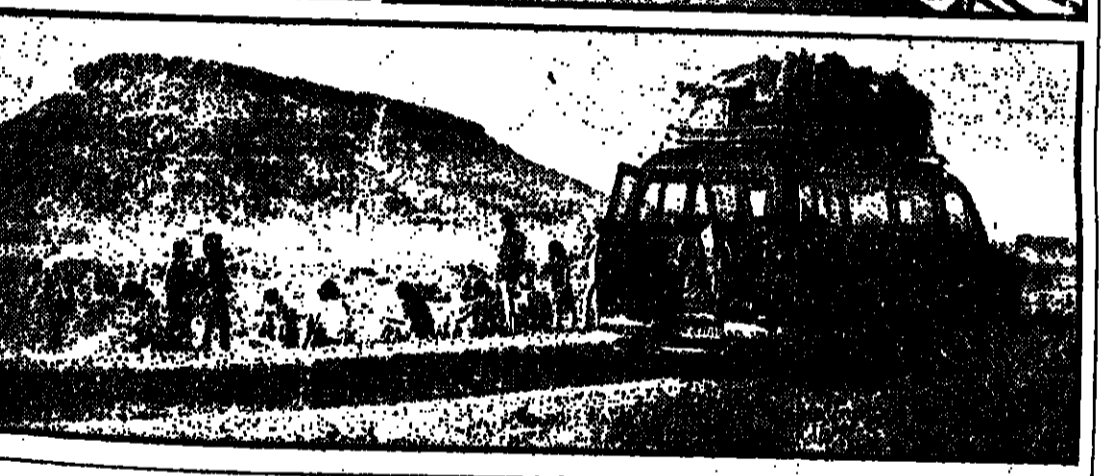
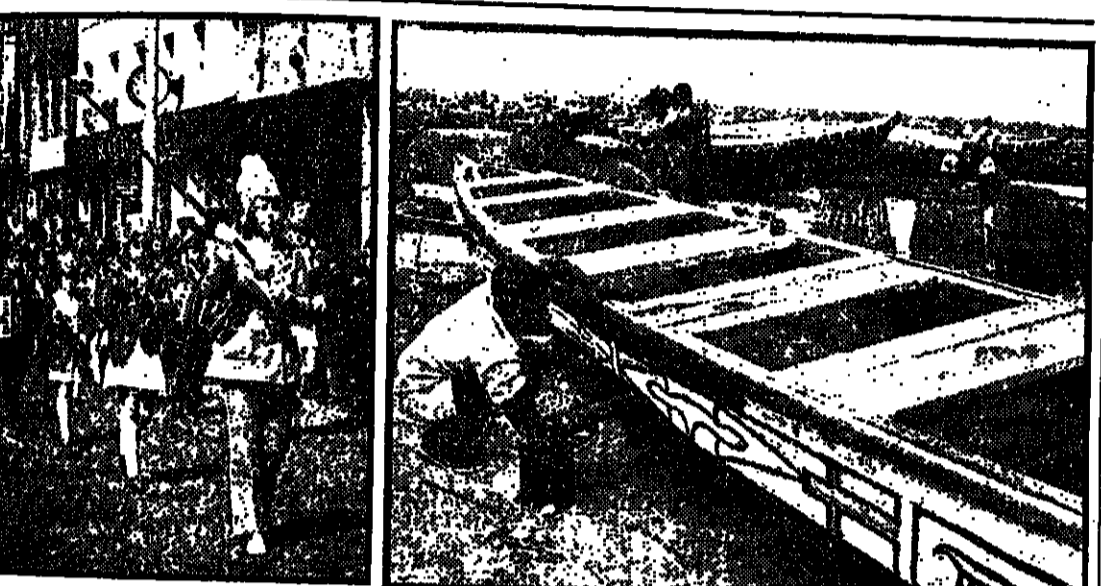
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## EXPEDITIONS UNLIMITED

**Y. A. Johnson**

Despite the gloom and doom, falling and rising costs, there is optimism in schools across the land. Expeditions are being planned all corners of the globe with expense spared.

The inflation which attacked expeditions in 1976 raised their costs by 100 per cent to 25 per cent between 1975 and 1976. Some projects were abandoned, others dramatically pruned.

Almost inevitably 1976 was a year of fewer expeditions left on the shelves; those that did largely restricted themselves to Norway and Greenland. "Cod War" politics never seemed to intervene. Charterhouse School, Cambridge, carried out a well-organized and highly adventurous trip to the remote Arctic region of Spitzbergen. These were the few in 1976 but for 1977 a different scene is set.

A year when the Young Explorers Trust is struggling to survive through lack of financial support in applications for support. It will not be entirely disheartened even in the absence of a grant from the trust, its survival is a leap to the door for other sources.

Such applications are being made from Somerset is already being made through the mainline central part of this monsoon island and makes a study of the rapidly declining Vedda tribes.

Charles Folland of the British Exploration Group, lived for two years in Sabah, formerly British North Borneo, now part of Malaysia. For 10 weeks next summer he will lead a party of 18-year-olds, all with previous expedition experience, into the tropical forest regions of Sabah.

The spirit of adventure is not yet dead. Britain is far from down and out. Our world-famous explorers of the past would warm to the efforts of young people throughout the country, inspired by travel, adventure, and learning, who are working hard at Saturday jobs and newspaper rounds to raise the £200 to £300 needed to join one of these expeditions.

All manner of persons and funding schemes are no doubt contributing, but the vision, optimism, and hard work which culminates in Afghanistan, Baffin, Borneo, or Sri Lanka, is both a credit to our schools and a hope for our future.

The Royal Geographical Society and the Young Explorers Trust are organizing a one-day seminar, "Planning a Small Expedition", at Carnegie College, Leeds, on February 5. Lecturers with considerable expedition experience will cover numerous helpful topics such as "Choosing the team", "Scientific programme" and "Finance". Details from The Young Explorers Trust, 238 Wellington Road, South, Stockport, Cheshire.

CONTINUED ON PAGE 48

### LONDON BOROUGH OF CROYDON EDUCATION COMMITTEE

Applications are invited for the following **HEADSHIP** tenable from 1st September 1977  
**WADDON INFANTS SCHOOL**  
 Purley Way, Croydon, Surrey

Salary: Head Teacher Scale Group 4 and a London Allowance of £297 is payable together with a special allowance of £312. The Social Priority Allowance applies at the present time, but may be subject to any variation made by the Burnham Committee. Reasonable removal expenses will be reimbursed (details on request).

Application forms and further details from the Director of Education, Education Department (TAS), Taberner House, Park Lane, Croydon CR9 1TP. Closing date: Friday 18th February, 1977.

### Classified Advertisements

The charge for advertising in all classifications is 65p per line (minimum 4 lines). Display in classified advertisements £3.80 per single column cm (minimum space 9.5 cm double column at £72.20).

A charge of 30p is made for Box Number facilities.

Advertisements published in the Scottish edition only will be subject to a 25 per cent discount on the above rates.

Advertisements received by Monday will be published in the following Friday's issue subject to availability of space. Copy should be sent to: The Advertisement Manager, The Times Educational Supplement, New Printing House Square, Gray's Inn Road, London WC1X 6EZ.

by Monday for the following Friday's issue.

## ilea

Inner London Education Authority

**For teaching posts in Inner London**  
 See pages 58-59



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Of interest to teachers, their families and friends.

Fully guaranteed attractive low prices. Extra departures during school holidays. Generous reductions for children and senior citizens.

Choice of modern self-catering studios and apartments or a variety of hotels of all categories with either half-board or full-board. Inclusive prices to Majorca from £55.90 (8 days) and £72.90 (15 days) and to Greece from £102.80 (8 days) and £144.80 (15 days).

For a copy of our fully illustrated brochure, telephone or write to:-

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The Sands Motel Centre, Romney Marsh, Kent.

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Full details from D. V. Martin, F.C.A.  
Joseph Allnatt Centres Ltd., 17, Knyveton Road, Bournemouth BH1 3GG. Tel. 0202 281831.

## NOT A CAR IN SIGHT

Owen Surridge recommends cycling for a holiday with a difference

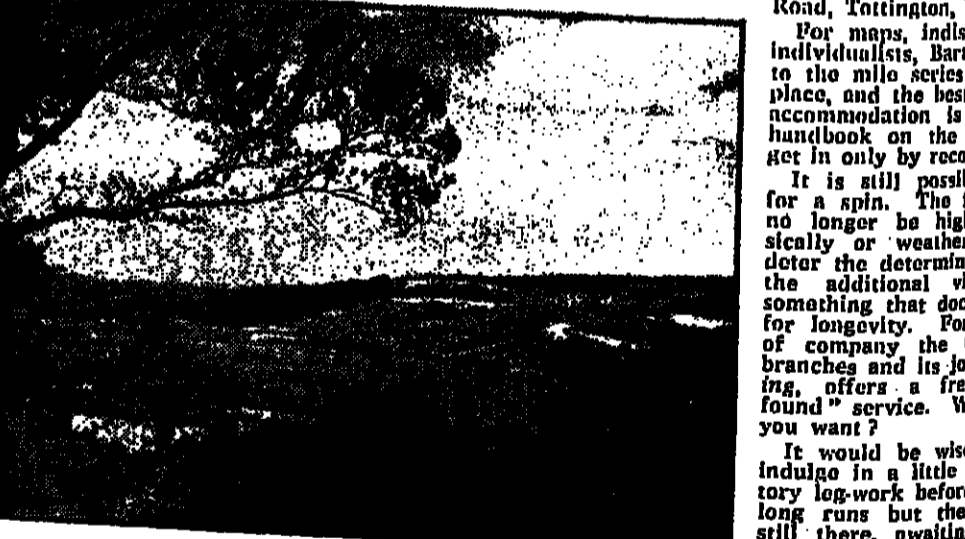
When did you last go for a spin just for the simple joy of it? Cyclists seem intent these days—and not without reason—on regarding their bicycles more as efficient means of transport about town than as means to long distance travelling, but the limitation is not so binding as it may seem. Murderously inconsiderate motorists have marred the old pleasure, it is true, but not beyond redemption, and a quiet ride may still be had for the seeking.

Fortunately motorists are lazy fellows, for the most part, and not over-burdened either with imagination or that kind of self-confidence that encourages the explorative instincts. So they stick obsessively to the main roads and leave the by-ways severely alone.

As a teacher you may be tempted to enlighten them—but the urge must be resisted. After all, motorists enjoy the competitive company of their own kind, and, like dogs, they find the smell of another's tail pipe more stimulating than good fresh air. So leave them alone. Instead, encourage the notion that side lanes are dangerously narrow, hopelessly indirect and beset with hedgerow aggressive enough to scratch thorny things across skin thin paintwork. Such uncivil environs really are, you must agree, fit only for cyclists.

There are plenty of these lanes. The anatomy of the British Isles is held together by them, as cunningly interlaced as any Victorian's stays: getting at the pleasure they hold may be just as troublesome but here, as in other matters, initiative, persistence and experience bring their rewards.

This applies even to that most unurbanized town, the Londoner. Quiet byways leading out of the metropolis are not obvious but they do exist, and a bit of thoughtful map reading will discover them.



Fine cycling country—and not a car in sight.

## ROOMS TO LET

The British Universities Accommodation Consortium, with 36 members throughout the British Isles, has recently published a handsome brochure detailing university accommodation for vacation lettings.

The consortium was formed in 1970, with 13 universities coming together to face growing criticism of halls of residence and lecture halls left empty during the holidays while costly overheads still had to be met without recourse to the taxpayer. In 1975 BUAC established an office at Nottingham and now have a full-time general secretary responsible to a six-strong voluntary executive.

The aim is not to compete with the hotel industry, but rather to complement it, especially in the summer when hotel rooms are most in demand and can be expensive particularly for youth groups or school parties travelling on tight budgets. The universities are able to offer conference facilities that hotels cannot always offer.

The brochure devotes a page to each member of the consortium. General information about the university, its location, the accommodation and the local attractions of the city and surrounding area are given and do not sound as attractive as, say, Cambridge, or Edinburgh from a location point of view, the halls of complement it, especially in the rooms all sound comfortable.

## RUSSIA FOR BEGINNERS

Highgate Wood School's most adventurous trip to date. Described by Glynn Jones

A sixth-form camping holiday to the Soviet Union? "Why not?" we said not without some misgiving, and sat down to plan our most adventurous trip to date.

First, we looked for the good news. In this case, it was the considerable experience of arranging holidays at home and abroad that we had gained at Highgate Wood School, a mixed comprehensive in Haringey, North London. Besides frequent visits to Spain, France and Italy, we had camped in Yugoslavia and "youth hostelled" elsewhere on the Continent; we had climbed, driven, walked, canoed, sailed and ridden in so many parts of Britain (last year more than 400 of our 1,100 pupils took part in one or more of our holiday and outdoor education visits) that something more challenging was called for.

Moreover, we were fortunate in possessing our own transport and a wide range of camping equipment—the result of sponsored walks and swims, raffles and the hard work of our parents. Our most recent acquisition, a brand-new 15-seat minibus (our fifth since 1964) needed running-in. A journey to Russia seemed to be an interesting way of doing it.

And so it was that on a July morning two vehicles with 21 passengers left our school gates and headed for the Hoverport at Ramsgate.

More than a month later having covered 4,645 miles and having consumed 1,997 litres (or £439 worth) of fuel, we returned. A large board on our roof rack carried the names of the nine countries we had visited: France, Germany, Czechoslovakia, Poland, the Soviet Union, Hungary, Austria, Luxembourg and Belgium.

How does one record such a trip? Impressions, perhaps, convey much more than any diary. Above all, we remember the friendliness and helpfulness of people everywhere, particularly in Eastern Europe. We remember the Black Sea sunshine to the violent storms in the Taurus (and the rich aroma of drying sleeping-bags in Zakopane).

We remember the incredible vastness of the Soviet Union; the cardinals that billowed for miles into the shimmering horizon of the Steppes; the small boy, regal on his own, herding 400 cattle on Odessa; the highway from Kiev to Odessa cleaving the Ukraine as relentlessly as a sabre cut for 350 miles, unbroken by curve, town or village; the beautiful old buildings in Prague, Kiev, Odessa and Vienna; the cheapness of travel in Russia (petrol at 30p a gallon and city transport almost a token payment).

We remember the spotless Russian streets and underground stations (London Transport's infamous Northern Line springs to mind); the surprising number of people who spoke good English and were anxious to practise it; us, the good-looking Russian customs officer with his impeccable BBC English, and the fit of giggles as everybody (including the entire Russian customs staff) crowded around as Jennie's case was being inspected.

Memories such as these are perhaps clearer because our careful planning had ensured a trouble-free journey. We planned our route to provide a tolerable balance between scenery, places of interest and rest-days on the one hand, and the daily grind of driving on the other. We set ourselves a limit of not more than 300 miles in any one day (except for Russia, where the road conditions, which ranged from motorway standard to cart-track,



Jennie's case being inspected.



Every tent guy dripping with garments.

etc., etc.) to be a lengthy and laborious process, and we recommend an early start to the task of gathering for currency, visas, etc. For some of the countries, visas were not granted until our itinerary, minimum spending requirements and all personal documentation had been completed, and this was further complicated when we found that Polish visas would not be issued unless we possessed Russian visas.

Another headache was to unearth the sole British insurance firm who would guarantee complete vehicle recovery for our 1,500 miles in the Soviet Union.

Finally, what did we gain from it all? Apart from a month's superb sightseeing at less than half the travel agencies' prices, the whole expedition, from which we learned more than we could have dreamed of because we ourselves had planned it, organized it, and travelled to Russia under our own steam. And would we do the whole thing again? Most certainly.

## The School Journey Association of London

was founded 66 years ago by teachers to serve the needs of schools. It is a non-profit making body controlled by teachers, seeking to provide a travel service for schools. The services provided include:

- Continental Tours
- Homeland Tours
- London Youth Hotels
- School Journey Insurance Scheme
- Sealink Continental Rail Tickets
- Cross Channel Ferry Bookings
- P. & O. Educational Cruises

For details please ring (01) 873 4849 or tick the appropriate box and return to The School Journey Association of London, 48 Cavendish Road, London SW12 0DH.

Name .....  
School .....

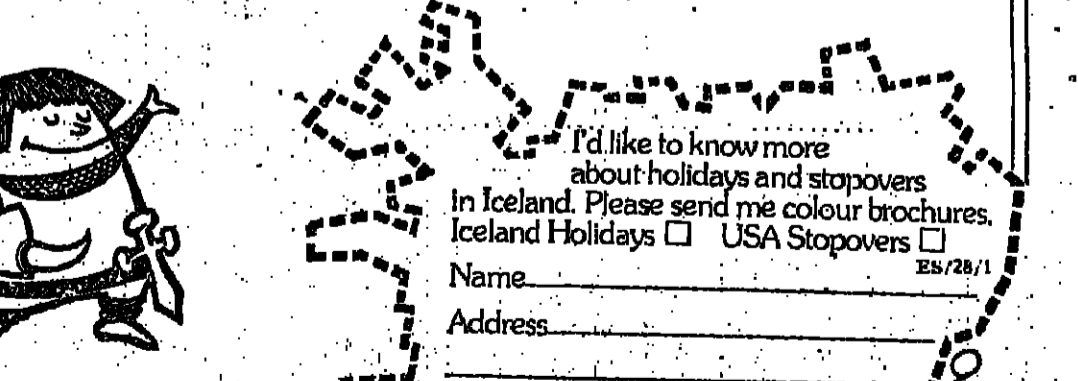
## EDUCATIONAL TRAVEL LTD

A voluntary non-profit making Association of Teachers  
Some vacancies are still available on our A-level French course for girls in Rouen 31st March-10th April, approx. cost £100-£105, and our O & A level Spanish course in Cordoba (boys and girls) 3rd-17th April, approx. cost £166. Applications should be sent without delay to Educational Travel Ltd., 236 South Norwood Hill, London SE25 6AZ.

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## SOMERSET GOES TO GHANA 2

Welcome to Cape Coast. By Olivia Maude

With the four-week visit to Ghana by 25 Somerset sixth-formers now half-way through, it seems an appropriate moment to look back and sift some of the wealth of experiences gained so far. The first two weeks have been spent with Ghanaian families. This is being followed by a fortnight on a community work project in a remote part of South-West Ghana.

On arrival in Accra late at night, we were taken to Legon University, where we stayed in students' hostels. We had barely time to recover from the journey and the shock of the humid heat (having left London carpeted in snow) before leaving early next morning for the central bus station. For the home stay part of the programme, the group was divided into three, some going to families in Kumasi, some staying with families in Accra, while the group which I was accompanying were destined for Cape Coast, about 80 miles west of Accra.

As the bus bowled along through the rolling countryside, a mass of contrasting colours, the brilliant red earth, the luxuriant green vegetation and occasional flashes of blue sapphires as we glimpsed the sea, the apprehension of the group began to rise. The realization was dawning that shortly they would be entirely on their own with

made them think more objectively and critically about adult-child relationships and the expectations of parents in our own society.

Living as one of the family means taking part in whatever happens to be going on. We were very privileged to share Christmas with our hosts and, as in Britain, food and drink were essential ingredients of the celebrations. But with the present fantastic rate of inflation, chickens, for example, cost £6 each, £10, while many commodities were virtually unobtainable, most families found it impossible to celebrate in the manner in which they had been accustomed.

There were surprises for some. One girl was distressed to find that the goat which she had assumed to be a pet was, in fact, destined for the Christmas dinner table.

Church services were a central part of the activities. A variety of sects flourishes in Cape Coast. In addition to the traditional churches, a number of spiritual and apostolic churches seem to be springing up. The churches were packed for all the Christmas services, but for those of us accustomed to very matter-of-fact services lasting an hour, the long-drawn-out three hour services were a little difficult to stomach. (Many parts of the service are conducted twice—in English and Fante, the predominant indigenous language in Cape Coast.)

Many aspects of Christmas struck us as incongruous. The plastic Father Christmas in some people's trees, sprinkled with "snow", and the frequent singing of carols such as "See amid the winter's snow" and "In the bleak mid-winter" all seemed out of place in this sun-baked seaside town.

For many people Christmas meant little more than a day when other people ate and drank well. Street traders were still peddling their wares on what to them was just another day in the struggle to make enough money to buy kenkey, a sort of maize pudding, to feed the family.

There were other family celebrations. In traditional Ghanaian society twins are regarded as something of a miracle. One host mother had a set of triplets and two sets of twins among her grandchildren, all in their teens. She was busy preparing for the sacrifice and feast which custom demands. Her visitor, to whom the task fell of baking a large number of cakes, was distraught to witness the slaughter of two sheep and several fowls. She was even more bewildered to find that the twins and triplets were

ceremoniously bathed in slaughtered animals' blood.

Another girl had the duty—of her host mother's uncle, Poku, in Ghana are expensive. They cost more than any other single ingredient in an individual's household.

In addition to the ceremonies which must be performed, numbers of relatives must be entertained and fed. The corpses are dressed in fabulous clothes, adorned with jewelry, and laid out in great splendour for all to pay their final respects. The bathhouse had to be re-terrace.

After a night of wake-keeping a body was taken to the church for the funeral service, and then to a burial place. This was in the man's maternal village, 80 miles from his home in Accra. The arrival of the coffin was greeted with great ceremony, including dancing, beer drinking, in the sense of greater and lesser shades. The widow had to fast for a long time, and each service no more than three weeks later.

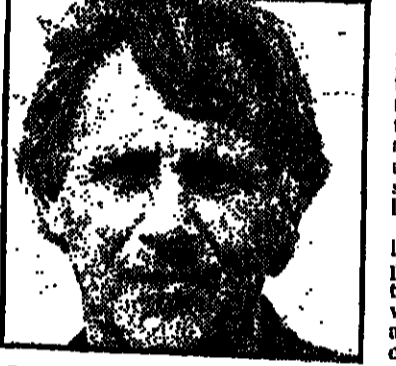
Everyone hopes for a return to Somerset. We could then, perhaps, begin to show something of our appreciation for the hospitality and generosity shown to us.

Meanwhile, the group gave an evening party for all the host mothers and some of the children. We ate ten courses and lots of sugar helped the broth could quite easily be spoiled. However, the attempt to produce a British style buffet was remarkably successful. It seemed to be appreciated as a treat by all.

The first two weeks allowed the young Britons to share a small part of life in families in the poorest social classes of Ghanaian society—families who represent something of an elite, and form only a minority of the population. And they have had an opportunity to see the mingling of traditional custom, ideas and values stemming from European influence, and particularly from Christianity.

The next two weeks, however, which will be spent in a village in the bush about 40 miles west of Axim, living in fairly primitive conditions and doing manual work in building a primary school, will provide a great contrast, and will no doubt leave each member with a more balanced overall view of life in Ghana.

The last two weeks of the expedition will be described in the Travel Extra on September 2.



Bruce Long, leader of the expedition.

a mass of strangers, and it would be then up to them how things developed.

The very warm welcomes received, first from the representatives of the Ministry of Social Welfare, and soon after from the host families themselves—however, quickly dispelled major fears.

One family turned out on masses to greet their visitor with the youngest child, a three-year-old, clutching a box on which had been written "Welcome to Cape Coast, David". Her face turned almost too much for her. She was rapidly overcome with confusion that she dropped it. Everyone was soon immersed in a large group of welcoming, generous and friendly people, all with a desire to share all they had with us in times overwelming.

Cape Coast itself, once the capital of the Gold Coast, as Ghana used to be called, is now a peaceful seaside fishing town, famous for its schools. There are a host of educational establishments here, many set up long ago by missionaries. There is also an impressive university, which must have one of the most attractive seaside campuses in the world.

But for most of its inhabitants, life in Cape Coast still centres on the fishing industry. Long canoes, hollowed out of tree trunks, are launched into the surf every morning, and return later, their mast nets teeming with fish. Chanting accompanied the hauling in.

Probably the first impression made on each member of the group was the difference in concept of the family. Few families staying with the families set up of husband, wife and children. Several families consisted of three, rather than two, generations. Often it was the grandmother who was head of the household.

Grandmothers, whose grown-up children are working and living elsewhere, often take on the responsibility of the education and upbringing of some of their grandchildren, relieving their own children of some of the burdens that large families can impose.

The children are of great assistance to the grandmother. They are expected to work hard in the house, and to take responsibility for many domestic chores. The discipline, and the ready obedience of the children, surprised many of the group. It



Servant and daughter in a middle-class family making juju, a traditional dish of pounded plantain and yams. Accra, Ghana. Photo by Margaret Murray

## GUINNESS AND GAITY

Leslie Gardiner on Irish festivals

Some of the multifarious festivals in the Republic of Ireland are embraced by single themes—music, canals, walks, horses. But most of them defy categorization. They proclaim the Irishness of Ireland, the mixture of parochial improvisation and extreme sophistication which no "rainier finds so puzzling and so I-rishible."

We arrived prepared to join in or look on—with condescension. Perhaps to be "taken in." And we stayed to marvel at the ingenious cultural dishes our hosts concocted from the simplest of ingredients. We were indeed "taken in"—at the Chesteronian wine, taken in and shown everything.

At Dundalk, in a hall full of Guinness and gaiety, a Swedish professor of moral philosophy expressed the spirit of an Irish festival when he said: "In my country we forgot to do this kind of thing after we cease to be students."

Dundalk, the grey town of narrow streets on the way to the border, was a snowdrop garden of frolic, and the shops were lively with the fractured English of a dozen nationalities, from the United States to Bulgaria.

It was Community Theatre year and the drama groups, poster exhibitions and polyphonic music ensembles reflected the strength and variety of that movement through the world. Every building, church or shop which could take an audience was part of a loosely organized but coherent celebration of the arts and crafts of mankind.

We were there for one afternoon. We saw CAT (Children's Afternoon Theatre), a fashion show, a street procession, the world folk fiddle championships (won by Czechoslovakia) and the old-time market in the huge Dundalk grammar. We missed jazz concerts, pub drama, dancing in the streets, late-night poetry, Gaelic football, fireworks... we missed a good deal.

The Dundalk Maytime Festival occupies 10 days each year in the middle of the month and you can book a guest-house weekend from several British cities from around £31 to £42 inclusive of air fare.

In Dublin, 30 miles south, the Arts Festival (second week in March) was being prepared. This is a more scholarly affair, arranged round a programme of lectures and Georgian city folk concerts and architectural exhibitions. The Dublin Arts Festival acquires its particular character from what is not in the programme—spontaneous expeditions, impromptu symposia in tea room and pub.

Dublin in mid-May was hosting another festival, and a most typically Irish one. The Liberties Festival, which has been run for the past few years, has had a special kind of Dublin—the neighbourhood of that name, which remained for centuries outside the defended walls. The Liberties cover the hump of ground between Grand Canal and

Liffey River. They contain the cathedral of St. Patrick and the church of St. Anne's, and they are bisected by the drain called Puddle River which, *Ulysses*, hung out its tongue of liquid sewage as the Viceregal cavalcade passed by.

The Liberties contain the concentrated essence of working-class Dublin—arts galore, brass cut-price cake shops, tatty old-clothes shops, alleyway markets, each devoted to one commodity, for example wallpaper, a garish Lourdes grotto and some ancient workshops where venerable local trades such as biscuit-making and puplin-weaving are carried on. One Liberties individualist used to raise his own silkworms.

At the Liberties Festival, annually in May, visitors are escorted over the stone sets of Rahine Alley and through the overgrown terraces and matchbox gardens—each fortified with stout Victorian railings—of Fishamble, Fumbally Lane and Murrowhane Lane. You can visit the schools and inspect the festival projects. Last year's theme was "Poverty" and there was a section for models constructed from empty tins and street litter.

This festival breathes the character and obstinacy of a quarter which makes an interesting sociological study as any urban district in Europe.

To the country, for a breath of fresh air. The Grand Canal Fiesta, at Robertstown, in Co. Kildare, shows Irish enterprise at its most daring and successful. Swimming races and water-skiing, balloon ascents and angling competitions, candle-light banquets on the waterside, a falconry and a museum of canaliana and a horse-drawn voyage with mullered claret in the fly-bonnet Emily, the Republic as summer survives on the golden days when Robertstown's Grand Canal Hotel was the first night-stop from Dublin.

These are a sample of the non-stop entertainments which visitors to the festa can join in or look at. It runs from the last week in July to the second in August every year, and special motor-coaches do one-day trips from Dublin at £5.20 a head, including canal voyage and candlelight banquet.

Water-sports and canal-oriented festivities are breaking on all over the Republic as summer advances. Somewhere on the Shannon, or the Shannon lakes, or along the navigable stretches of the Grand Canal, and the picturesque newly opened reaches of the Barrow River, you'll find regattas and fairs, taking place. The Barrow Festival and Rally, at Athy, promises to become the major aquatic event of the calendar, but Carlow, Waterford, Athlone and Carrick-on-Shannon are suitable festival centres too. Participants bring their own boats, or hire motor cruisers, or simply make their way by road or rail.

The briefest survey of Irish festivals (and of 100 more we are dealing with in half a dozen) must not omit the traditional horse dance between Grand Canal and



Puck Fair, Killorglin, Co. Kerry.

ground atmosphere that surrounds them. The most famous are Ballinashie (October, the oldest horse fair in the world); Killorglin (August, Puck Fair with pagan rites at the annual assembly of the "travelling folk"); Clifden (August), the Connemara Pony Show and pilgrimages from Galway); and Killybeggs, Co. Kildare, where, in June, the world donkey championships are held.

The old feasts are the rowdiest. More recent innovations tend to be superficially staid and unashamedly intellectual. Writers' Week at Llistowel, first week in June, is already well established, and nowadays offers a book fair and some local pageantry as well as the programme of lectures and literary competitions. The Years International Summer School, in August in Sligo, is now a well-known annual commemoration of the pillars of Irish literature.

On the musical scene, for every 100 who enjoy the Westford Opera Festival in November, scarcely five know of the unique and usually enjoyable Great Irish Houses Festival Week in June. International celebrities (last year including Rita Smeeth, Paul Tortelier, New English Chamber Orchestra and others) perform each evening at one of a quartet of Georgian stately homes whose grounds are open all day to ticket-holders: Castleton, Carton, Howford and Slane.

Guests are launched on the concerts with house-and-garden tours and champagne-and-pernod receptions which provide ample opportunity for getting together with the virtuosos. The Secretary, Irish Georgian Society, Castleton House, Co. Kildare, supplies all the information and booking forms.

The principal fairs and festivities of Ireland, from metropolitan Dublin to the loneliest corner of Donegal, are listed on 12 closely printed pages in the *Calendar of Events*, free on application from Bard Fáilte, Baginbun Street Bridge, Dublin 2, Bard Fáilte (Irish Tourist Board) will also supply descriptive leaflets about individual festivals. The 1977 editions will be available any day now.

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Sumburgh Head, the southernmost tip of Shetland, crowned by its lighthouse. In the foreground is Jarlshof, sixteenth-century house on top of prehistoric chambers.

AN AIR OF INFINITE LEISURE David Anderson introduces the Shetland Islands

The land of one's birth is difficult to describe to those who are not of it. The inner landscape of mind and personality is conditioned by the outer that it is hard to tell where one ends and the other begins.

Surprisingly few people can locate Shetland with any degree of accuracy. This is probably because geographical concepts tend to be visual impressions of maps, and most maps, as well as TV weather charts, show Shetland in an inset somewhere down in the Moray Firth, much to the irritation of the islanders.

One of the world's richest watersheds apart from the recently discovered oil. Millions of sea birds nest in the cliffs and feed on the fish and plankton of the island of Ross, a nature reserve towering 600 ft out of the North Sea.

Deep sea fishermen know that these are the best and certainly the most disputed fishing waters in the hemisphere, extending to Iceland and Norway. Evidence of this is the foreign fishing boats lying all around and the cosmopolitan air of Lerwick harbour.

On the southernmost tip of the archipelago is Sumburgh Head, with its lighthouse and modern airport. Close by is one of the most remarkable archaeological sites ever excavated in this country.

Nearby on the small island of Mauss is a splendid broch, those great towers found throughout northern Scotland which appear to date from the first century AD.

On Foula, 17 miles out to the west, a (literally) cliff-hanging film was made in the 1930s, called 'The Edge of the World'. It feels like that. One of the cliffs is among Britain's highest, rising sheer 1,200 feet.

Until the age of the helicopter, the 30 crofter residents were entirely dependent upon a motor breaker's way through February each year, some now maintained comfortable for four persons with double washbasin and private lavatory in each unit.

HIGHLAND PLAYGROUND Dudley Wilson on summer activity holidays in the Cairngorms

Opinions differ sharply about the Aviemore resort complex. Some consider its concrete, packaged amenities and year round Santa Claus land as Blackpool translated to the Highlands. This is regarded as unwarranted intrusion, tasteless exploitation of wild beauty.

Such enterprising development can, however, easily be missed: I managed to drive through Aviemore two years running without noticing the famous centre. On reflection I did manage to recall the Strathspey Hotel building looming impressively over Spey Valley in some modern version of a traditional Scottish keep.

It is also a fact that those facilities (with others such as a Planetarium envisaged) are enthusiastically patronized by thousands grateful for centralized family activities, especially in poor weather.

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Wayfarers, good teaching boats, are used and well looked after. Instructors use the new national coaching methods with a syllabus set down by the RYA.

As for hill walking, possibilities are limitless. Still the finest, single-day endurance walk in the land must be over the Lairig Ghru Pass to Lun of Deo where transpans should be waiting to ferry you party back.

As recent international orienteering competitions have demonstrated, the Cairngorm area is perfect territory for this attractive and increasingly popular sport.

For staff who wish for a night out, food of exceptional quality is available at the high Range Hotel, but best all-round entertainment would be a good dinner at the Strathspey Hotel timed to coincide with a party or ceilidh night.

For full details of costs and availability write to Harry Abraham, Chaleis Motel, Aviemore, Inverness-shire. Outdoor activity packages other than winter sports, are available for schools in May, June and October.

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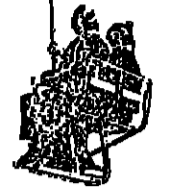
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**BOOKS FOR OVER THE BORDER**

By F. W. Kellaway

The uninitiated who have never been north of the border, often profess strange ideas about Scotland. Even tourists who confine their sight-seeing to such features as Edinburgh Castle, Loch Lomond and Cruthie Church have not really gained a true picture.

Not that there is anything amiss with these places; there is just so much more, and in such diversity, ideas on what might otherwise be unheeded can be found in some recent books. For example, the two volumes by Tom Weir, *The Scottish Lochs* (Constable, £2 each), represent a remarkable bargain. The first book considers an area lying roughly between Inverness and the Clyde and Forth; the second deals with the rest of the country, south and, especially, north of this.

Especially north for, as Mr Weir points out, this is still largely unknown territory, yet with more to offer than some of the popular parts. "In the Uists, for example, where the trout, sea-trout and salmon fishing has the quality of legend, there are half a dozen lochs unfished for every one fished".

There is, indeed, much here about the northern and western isles, and about fishing (even to hotels and permit fees); and there is authoritative information about wild life and plant life, geological characteristics, recommended routes for walkers, and conservation.

Above all, there is a flowing text which conveys the character of the lochs and their surroundings, and this is accompanied and complemented by many scores of the most effective and evocative photographs available anywhere. The whole country is covered, with all those lochs which can support a freshwater fish. The two volumes, first published a few years back, have gained an enviable reputation. They deserve renewed attention as superlative examples of guidebooks which truly inform and entertain.

Only just issued, and with a completely different story, but equally reliable, is William Taylor's *The Military Roads in Scotland* (David & Charles, £4.95). The tone is set in the introduction. "There has been a tendency in Scotland to attribute to the Romans or to General Wade any road or bridge of obvious antiquity. In either case the attribution is more than likely to be wrong. Such roads may not have produced a crop of Agricola's Arms or Hadrian's Hooves, but Wade

**GET BY**

If you have a spare half-hour (or two) each evening for five days from Monday March 21 to Friday March 25, BBC Radio 3 are offering to fill them with two intensive courses for beginners in Spanish at 6.30 pm and German at 7 pm. For those who may miss an evening the courses will be repeated at the same times during the following week - March 28 to April 1. The programmes are designed for holidaymakers and other travellers who need the basic essentials and the conveniences of communication such as finding the way, ordering a meal, using the telephone, changing money and so on. Sets of notes both "Get By in Spanish" and "Get By in German" are available at 50p each if you send the money and a large stamped addressed envelope to Brighton Polytechnic, Falmer, Brighton, Sussex. For those not in a hurry the courses will be re-broadcast during the day over a five-week period later in the year.

**YOUTH CLUBS**

The London Union of Youth Clubs, St. Anne's House, Veru Street, London SW4 6BW, have published a useful guide "Holidays for Youth Groups". Listed alphabetically the activities suggested are described briefly and then followed by the addresses of associations and items specializing in that type of ventures.

**CORRECTION**

Travel Extra, January 14, in "Keep up to date" by Jack, is a page 24; the cost of the course at the International Centre of French Studies, Nice, should be £150 for four weeks and not £180 a week.

"impatience is a vice in the Highlands, which can only be enjoyed at leisure".

The Ward Lock books are probably intended for less dedicated visitors who want primarily to know how to get from place to place, and what to see on a relatively brief stay. They are worthy catered for, with concise indications of the joys of Oban or Tobermory, excursions to and from Stornoway, the layout of Fort William, and the like.

Splendid pictures of Highlands and Lowlands, towns and country, are in *Beautiful Scotland* (Batsford, 99p), by W. H. Murray. Apart from a minor quibble that more than 50 plates are desirable to show the gamut, there can be nothing but praise for this collection.

Similarly, only an absence of colour prevents unreserved praise of *Scotland from the Air* (Heinemann Educational, £2.20), by Ann Glen and Michael Williams, in which nearly 100 oblique aerial photographs, each with a commentary, reveal the industry, structure and potential of the whole country.

But, if a single new volume could convey an overall flavour, it might be H. V. Morton's *The Splendour of Scotland* (Eyre Methuen, £4.95), in which some of his most appealing work is reprinted alongside scores of quite magnificent plates, mostly in full colour. Morton's writings, now nearly half-a-century old, still represent the eternal verities, and emphasize a realistic sense of values.

Social conditions now are so different. There is no hint, naturally enough, of oil in these pages, nor attention to industrial development generally, though fishing has a fair mention.

There is little in this selection about tourism, or the crazy impact of cars and coaches on roads never intended, and quite unsuitable, for them. And new towns had not appeared when Morton was writing, other than the delightful part of Edinburgh which shows up the shabby design of the past couple of decades.

Even so, the spirit of the place is there, and the message is one that can be read in each of the books mentioned above. It is that Scotland has so much to offer the traveller, and that for variety of building, scenery and habitat it is unrivalled. "Will you no come back again", they say. Indeed we will, and always with something further to see and to admire.

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(TES 28/1/77)

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- ★ A week's comprehensive course of instruction and riding based on progressive ideas of the Pony Trekking School
- ★ Indoor school guarantee against the worst of Welsh weather.
- ★ The attractions of a traditional Hill Farm set amongst magnificent scenery of the Black Mountains.
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- ★ Gymkhana and races for winners.

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Send for colour brochure from: Cwmffrest Riding Centre, Talgarth, Brecon, Powys. Tel: Talgarth 398

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CAMP AMERICA offers you a job for 8 weeks in an American summer camp. You will be teaching sports, arts and crafts, etc. FREE return air tickets, board and lodging, pocket money and 2 weeks FREE time to travel. For further information, write ABC on postcards only to: CAMP AMERICA, Dept. TE, 87 Queens Gate, London SW7, or, call 01-858 5223.

**ilea** INNER LONDON EDUCATION AUTHORITY

**ST. HELEN'S RC (JM&I) SCHOOL**  
Kewale Close, S.W.9

**Headship**

Headteacher required for September, 1977, owing to retirement of the present headmistress. Roll 360. Burnham Group 6, salary £5,583-£6,207, plus £312 supplement, plus £402 London Allowance. Applicants should hold the Catholic Teachers Religious Certificate.

Application forms obtainable from and returnable to the Reverend Correspondent, 6 Kewale Close SW9 9TQ. Closing date for return of completed application forms 11 February.

**ilea** INNER LONDON EDUCATION AUTHORITY

**KENTISH TOWN CHURCH CE (JM&I) SCHOOL**  
Jilip Street, N.W.5

**Headship**

Head Teacher required (Church of England Communitarian) for September 1977. Vacancy due to retirement of present headmaster. Roll 317, plus 30 full-time nursery pupils. Burnham Group 5, salary £5,184 to £5,808, plus £312 supplement, plus £402 London Allowance.

Please send stamped addressed foolscap envelope for application form to Rev. W. C. Knopper, Kentish Town Vicarage, 16 Burghlip Road, N.W.5. Closing date for return of completed application forms 11 February.

**LONDON BOROUGH OF BEXLEY**

**NORTHUMBERLAND HEATH INFANT SCHOOL**

**HEAD TEACHER**

GROUP 4

Applications are invited from experienced teachers for the post of HEAD TEACHER.

Appointment to commence from Autumn Term 1977, i.e., September 1.

Application forms and further details available from Chief Education Officer for Schools (T.5), Town Hall, Crayford, Kent, to whom they should be returned by Friday, February 11.

**County of Cleveland**

**PRIMARY SCHOOL**

**HEAD TEACHER**

(GROUP 6)

**HAREWOOD INFANT SCHOOL**  
Thorntree Road, Thornaby, Cleveland.  
TS17 8AP

Applications are invited from suitably qualified and experienced teachers for the above post which will become vacant in September, 1977. The school, which was built in 1982, serves a catchment area of private and council housing. There is a large nursery unit and a small special education unit attached to the school.

Financial assistance with household removal expenses is available in approved cases. Forms of application and further details obtainable from Education Offices, Woodlands Road, Middlesbrough, Cleveland TS1 3BN, not later than 18th February, 1977.

**Primary Headships**  
continued from page 36

**ENFIELD**

**EDMON INFANTS SCHOOL**  
Edmon Road, London N7 9JL  
(Roll 22)

Applications are invited from suitably qualified and experienced teachers for the post of HEAD TEACHER for this school. Closing date for return of completed application forms 11 February 1977.

Application forms stamped and returnable to the Director of Education, 110 Victoria Road, Enfield, Middlesex, EN2 6LH.

Application forms stamped and returnable to the Director of Education, 110 Victoria Road, Enfield, Middlesex, EN2 6LH.

**HAMPSPERE**  
**ALDRINGTON INFANT SCHOOL**  
Aldington Road, Aldington, Hants. RG1 3LJ  
(Roll 27)

Applications are invited from suitably qualified and experienced teachers for the post of HEAD TEACHER for this school. Closing date for return of completed application forms 11 February 1977.

Application forms stamped and returnable to the Director of Education, 110 Victoria Road, Enfield, Middlesex, EN2 6LH.

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**NORTH YORKSHIRE**

**ST. HELEN'S RC (JM&I) SCHOOL**  
Kewale Close, S.W.9

**Headship**

Headteacher required for September, 1977, owing to retirement of the present headmistress. Roll 360. Burnham Group 6, salary £5,583-£6,207, plus £312 supplement, plus £402 London Allowance. Applicants should hold the Catholic Teachers Religious Certificate.

Application forms obtainable from and returnable to the Reverend Correspondent, 6 Kewale Close SW9 9TQ. Closing date for return of completed application forms 11 February.

**ilea** INNER LONDON EDUCATION AUTHORITY

**KENTISH TOWN CHURCH CE (JM&I) SCHOOL**  
Jilip Street, N.W.5

**Headship**

Head Teacher required (Church of England Communitarian) for September 1977. Vacancy due to retirement of present headmaster. Roll 317, plus 30 full-time nursery pupils. Burnham Group 5, salary £5,184 to £5,808, plus £312 supplement, plus £402 London Allowance.

Please send stamped addressed foolscap envelope for application form to Rev. W. C. Knopper, Kentish Town Vicarage, 16 Burghlip Road, N.W.5. Closing date for return of completed application forms 11 February.

**LONDON BOROUGH OF BEXLEY**

**NORTHUMBERLAND HEATH INFANT SCHOOL**

**HEAD TEACHER**

GROUP 4

Applications are invited from experienced teachers for the post of HEAD TEACHER.

Appointment to commence from Autumn Term 1977, i.e., September 1.

Application forms and further details available from Chief Education Officer for Schools (T.5), Town Hall, Crayford, Kent, to whom they should be returned by Friday, February 11.

**County of Cleveland**

**PRIMARY SCHOOL**

**HEAD TEACHER**

(GROUP 6)

**HAREWOOD INFANT SCHOOL**  
Thorntree Road, Thornaby, Cleveland.  
TS17 8AP

Applications are invited from suitably qualified and experienced teachers for the above post which will become vacant in September, 1977. The school, which was built in 1982, serves a catchment area of private and council housing. There is a large nursery unit and a small special education unit attached to the school.

Financial assistance with household removal expenses is available in approved cases. Forms of application and further details obtainable from Education Offices, Woodlands Road, Middlesbrough, Cleveland TS1 3BN, not later than 18th February, 1977.

**NORFOLK COUNTY COUNCIL**  
Education Department

**HEADS for**

- (1) Garboldisham V.C. School. (Group 2)
- (2) Stoke Holy Cross C.J. & L. School. (Group 3)
- (3) Aylsham V.C. Junior (to become Middle) School.

Application forms and further details from County Education Officer, County Hall, Norwich NR1 2DL. ONLY on receipt of a stamped addressed envelope. Closing date 14th February. Removal expenses paid in accordance with Authority's scheme.

**DEPUTY HEAD for**

Thurlton C.P. School (Group 1)

Application forms and further details from Area Education Officer, 22 Eastern Road, Great Yarmouth, ONLY on receipt of a stamped addressed envelope. Closing date, 14th February. Removal expenses paid in accordance with Authority's scheme.

**Derbyshire headships**

Applications are invited from suitably qualified primary teachers for the Headship of the following schools.

- Bramley Vale Primary School** (near Chesterfield) GROUP 5  
317 Children
- Hardwick Junior Boys Derby** GROUP 5  
295 Children (Social Priority School Allowance)
- Beaufort Infant Derby** GROUP 4  
270 Children
- Ashgate Junior Derby** GROUP 6  
386 Children
- Ash Croft Primary School** Salfin, Derby GROUP 4  
New school opening September, 1977 or January, 1978 with 100 N.O.R. Initially rising to approximately 245. Closing date 11th February, 1977

Application forms and particulars for the above posts (s.a.e. foolscap please) from the Director of Education, County Offices, Matlock, Derbyshire DE4 9BG.

**HAMPSHIRE**

**ROWLEDGE C.E. (CONTROLLED) FIRST SCHOOL**  
SCHOOL ROAD, ROWLEDGE, FARNHAM, SURREY  
HEADTEACHER—GROUP 4

Application forms and further particulars are obtainable from the Area Education Officer, Southgate House, St. Swithun St., Winchester (a foolscap s.a.e. would be appreciated) to whom they should be returned by 18th February, 1977.

**WEEKS COUNTY INFANTS SCHOOL**  
STONE LANE, WEEKS, WINCHESTER  
HEADTEACHER—GROUP 4

Required for September, 1977. Application forms and further particulars are obtainable from the Area Education Officer, Southgate House, St. Swithun St., Winchester (a foolscap s.a.e. would be appreciated) to whom they should be returned by the 18th February, 1977.

**SILCHESTER C.E. (AIDED) PRIMARY SCHOOL**  
SILCHESTER, NR. READING, BERKS.  
HEADTEACHER—GROUP 4

Required 1st September, 1977. Closing date 16th February, 1977. S.A.E. to Area Education Officer, Sun Alliance House, 41 Wote Street, Basingstoke.

**LOCKS HEATH COUNTY JUNIOR SCHOOL**  
HEADTEACHER—GROUP 5

Details and application form from Area Education Officer, Walpole Road, Gosport (S.A.E. please). Closing date 21st February.

**NORTHERN PARADE FIRST SCHOOL**  
HEADTEACHER—GROUP 6


Required from September, 1977. Application form and details from the Area Education Officer, 17/18 Western Parade, Portsmouth PO5 3JD. Closing date 28th February.

The London Borough of Redbridge is a pleasant residential area North-East London with easy access to the West End and the Essex countryside. Help will be given in finding accommodation with legal fees for house purchase, removal and resettlement expenses where appropriate. Outer London Allowance payable. Applications are invited from suitably qualified and experienced teachers for the following post which will be vacant in April, 1977.

## Deputy Headship

Cleveland Junior School, Cleveland Road, Ilford No. on Roll 530 Group 7

Application forms from and returnable to Chief Education Officer, Education Office, 255/250 High Road, Ilford, Essex IG1 1NN, by 8th February, 1977.



## County of Cleveland PRIMARY SCHOOLS

### DEPUTY HEAD TEACHER (Group 5)

**ABINGTON JUNIOR SCHOOL**  
Abington Road, Middlesbrough, Cleveland  
Required for Easter, 1977: a suitably qualified and experienced teacher. The school is situated in the centre of Middlesbrough in a well equipped new building in its own grounds incorporating the semi open plan principle. The school is categorised as serving an area of social priority.

**DEPUTY HEAD TEACHER (Group 5)**  
**DURHAM LANE PRIMARY SCHOOL**  
Amberley Way, Easingcliffe, Stockton, Cleveland  
Required for Easter, 1977: a suitably qualified and experienced teacher. Leadership in a major area of the curriculum will be expected together with a significant role in the school's development. Forms of application obtainable from and returnable to the County Education Officer, Education Offices, Woodlands Road, Middlesbrough, Cleveland TS51 3BN, not later than 11th February, 1977.

### DEVON

**DEPUTY HEAD TEACHER** required for **WILTON JUNIOR SCHOOL**, Devon. Applications from suitably qualified and experienced teachers for the following post which will be vacant in April, 1977.

### SCALE 1 POST

**HEMINGTON HALL JUNIOR SCHOOL**  
Stainion Road, Hemlington, Middlesbrough, Cleveland  
Required for April, 1977: a suitably qualified and experienced teacher to co-ordinate the development of MUSIC throughout this new open plan school. Financial assistance with household removal expenses is available in approved cases. Application may be made by letter or an application forms obtainable from the Head Teacher at the address shown above. Applications by letter should include detailed information regarding education, training, qualifications and experience, together with the names and addresses of three referees.

## HAMPSHIRE

**ST. MICHAEL'S C.E. INFANT SCHOOL**  
PARK ROAD, ALDERSHOT N.O.R. 161  
**DEPUTY HEAD—GROUP 4**  
Details from Head (stamped addressed envelope please).

**SHEDFIELD C.E. (CONTROLLED) PRIMARY SCHOOL**  
CHURCH ROAD, SHEDFIELD, SOUTHAMPTON.  
**DEPUTY HEAD—GROUP 5**  
Required for 28th April, 1977.  
14MS/MATHEMATICS CONSULTANT. Closing date 14th February, 1977. Stamped addressed envelope to Head for details.

**ROWNER COUNTY JUNIOR SCHOOL**  
TICHBORNE WAY, ROWNER, GOSPORT  
**DEPUTY HEAD—GROUP 5**  
Required September, 1977.  
Details and application form from Head (stamped addressed envelope please).  
Closing date 18th February.

**BITTERNE PARK MIDDLE SCHOOL**  
MANOR FARM ROAD, SOUTHAMPTON  
**SECOND MASTER/MISTRESS—GROUP 7**  
Required for April 1977.  
Letters of application with references to Headmaster by 7th February.

**PRIMARY continued**

**Deputy Headships Senior Masters/Mistresses**

**AYTON COUNTY**  
AYTON JUNIOR SCHOOL, Ayton Road, Southwell, Nottinghamshire. Applications from suitably qualified and experienced teachers for the following post which will be vacant in April, 1977.

**CALDERDALE**  
Caldersdale Junior School, Calderdale, West Yorkshire. Applications from suitably qualified and experienced teachers for the following post which will be vacant in April, 1977.

**CHESHIRE**  
CULMERE COUNTY INFANT SCHOOL, Culmehere, Cheshire. Applications from suitably qualified and experienced teachers for the following post which will be vacant in April, 1977.

**CLEVELAND**  
Cleveland Junior School, Cleveland Road, Ilford. Applications from suitably qualified and experienced teachers for the following post which will be vacant in April, 1977.

**DEVON**  
Devon Junior School, Devon. Applications from suitably qualified and experienced teachers for the following post which will be vacant in April, 1977.

**WEST SUSSEX**  
West Sussex Junior School, West Sussex. Applications from suitably qualified and experienced teachers for the following post which will be vacant in April, 1977.

**BARKING**  
Barking Junior School, Barking, Essex. Applications from suitably qualified and experienced teachers for the following post which will be vacant in April, 1977.

**BRENT**  
Brent Junior School, Brent, London. Applications from suitably qualified and experienced teachers for the following post which will be vacant in April, 1977.

**GLoucestershire**  
Gloucestershire Junior School, Gloucestershire. Applications from suitably qualified and experienced teachers for the following post which will be vacant in April, 1977.

**EAST SUSSEX**  
East Sussex Junior School, East Sussex. Applications from suitably qualified and experienced teachers for the following post which will be vacant in April, 1977.

**EAST SUSSEX continued**  
East Sussex Junior School, East Sussex. Applications from suitably qualified and experienced teachers for the following post which will be vacant in April, 1977.

**HULLINGDON**  
Hullingdon Junior School, Hullingdon, Lincolnshire. Applications from suitably qualified and experienced teachers for the following post which will be vacant in April, 1977.

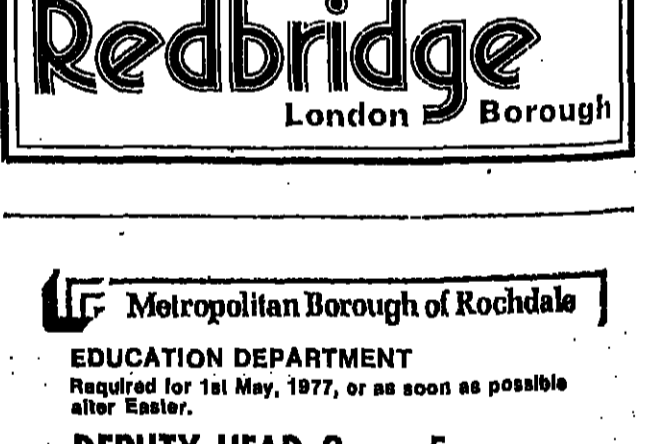
**KENT**  
Kent Junior School, Kent. Applications from suitably qualified and experienced teachers for the following post which will be vacant in April, 1977.

**HAMPSHIRE**  
Hamshire Junior School, Hampshire. Applications from suitably qualified and experienced teachers for the following post which will be vacant in April, 1977.

## Deputy Headship

Roding Infants' School, Roding Lane, Woodford Bridge, No. on Roll 136. Group 4

Application forms from and returnable to Chief Education Officer, Education Office, 255/250 High Road, Ilford, Essex IG1 1NN, by 11th February, 1977.



## Metropolitan Borough of Rochdale

### EDUCATION DEPARTMENT

Required for 1st May, 1977, or as soon as possible after Easter.

### DEPUTY HEAD Group 5

**ST. MARGARET'S C.E. (AIDED) PRIMARY SCHOOL (5-11)**  
Heys Lane, Heywood OL10 3RD.  
Tel.: Heywood 89639

### DEPUTY HEAD Group 2

**THORNHAM ST. JOHN'S C.E. (CONTROLLED) PRIMARY SCHOOL (5-11)**  
Thornham Lane, Slattocke, Middleton, Manchester M24 2SB  
Tel.: 061-843 46887

### DEPUTY HEAD Group 2

**THORNHAM ST. JOHN'S C.E. (CONTROLLED) PRIMARY SCHOOL (5-11)**  
Thornham Lane, Slattocke, Middleton, Manchester M24 2SB  
Tel.: 061-843 46887

**NEVHAM**  
Nevham Junior School, Nevham, Northumberland. Applications from suitably qualified and experienced teachers for the following post which will be vacant in April, 1977.

**WOLVERHAMPTON**  
Wolverhampton Junior School, Wolverhampton. Applications from suitably qualified and experienced teachers for the following post which will be vacant in April, 1977.

**ISLE OF MAN**  
Isle of Man Junior School, Isle of Man. Applications from suitably qualified and experienced teachers for the following post which will be vacant in April, 1977.

**CITY OF SALFORD**  
City of Salford Junior School, Salford. Applications from suitably qualified and experienced teachers for the following post which will be vacant in April, 1977.

**STAFFORDSHIRE**  
Staffordshire Junior School, Staffordshire. Applications from suitably qualified and experienced teachers for the following post which will be vacant in April, 1977.

**SUFFOLK**  
Suffolk Junior School, Suffolk. Applications from suitably qualified and experienced teachers for the following post which will be vacant in April, 1977.

**SUNDERLAND**  
Sunderland Junior School, Sunderland. Applications from suitably qualified and experienced teachers for the following post which will be vacant in April, 1977.

**LEICESTERSHIRE**  
Leicestershire Junior School, Leicestershire. Applications from suitably qualified and experienced teachers for the following post which will be vacant in April, 1977.

**WILTSHIRE**  
Wiltshire Junior School, Wiltshire. Applications from suitably qualified and experienced teachers for the following post which will be vacant in April, 1977.

**WOLVERHAMPTON continued**  
Wolverhampton Junior School, Wolverhampton. Applications from suitably qualified and experienced teachers for the following post which will be vacant in April, 1977.

**REMEDIAL POSTS**  
Remedial Posts available in various schools across the country. Applications from suitably qualified and experienced teachers for the following posts which will be vacant in April, 1977.

**CITY OF SALFORD continued**  
City of Salford Junior School, Salford. Applications from suitably qualified and experienced teachers for the following post which will be vacant in April, 1977.

**STAFFORDSHIRE continued**  
Staffordshire Junior School, Staffordshire. Applications from suitably qualified and experienced teachers for the following post which will be vacant in April, 1977.

**SUFFOLK continued**  
Suffolk Junior School, Suffolk. Applications from suitably qualified and experienced teachers for the following post which will be vacant in April, 1977.

**SUNDERLAND continued**  
Sunderland Junior School, Sunderland. Applications from suitably qualified and experienced teachers for the following post which will be vacant in April, 1977.

**LEICESTERSHIRE continued**  
Leicestershire Junior School, Leicestershire. Applications from suitably qualified and experienced teachers for the following post which will be vacant in April, 1977.

**WILTSHIRE continued**  
Wiltshire Junior School, Wiltshire. Applications from suitably qualified and experienced teachers for the following post which will be vacant in April, 1977.

**WILTSHIRE continued**  
Wiltshire Junior School, Wiltshire. Applications from suitably qualified and experienced teachers for the following post which will be vacant in April, 1977.

**SALFORD (City of)**  
Salford Junior School, Salford. Applications from suitably qualified and experienced teachers for the following post which will be vacant in April, 1977.

**SHROPSHIRE**  
Shropshire Junior School, Shropshire. Applications from suitably qualified and experienced teachers for the following post which will be vacant in April, 1977.

**SURREY**  
Surrey Junior School, Surrey. Applications from suitably qualified and experienced teachers for the following post which will be vacant in April, 1977.

**TRAFFORD**  
Trafford Junior School, Trafford. Applications from suitably qualified and experienced teachers for the following post which will be vacant in April, 1977.

**WILTSHIRE continued**  
Wiltshire Junior School, Wiltshire. Applications from suitably qualified and experienced teachers for the following post which will be vacant in April, 1977.

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Wiltshire Junior School, Wiltshire. Applications from suitably qualified and experienced teachers for the following post which will be vacant in April, 1977.

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**WILTSHIRE continued**  
Wiltshire Junior School, Wiltshire. Applications from suitably qualified and experienced teachers for the following post which will be vacant in April, 1977.

The unexpected creates the biggest problems

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**£250,000 PUBLIC LIABILITY—**  
including Legal fees/retainer for corporate/punishment claims.

**PERSONAL EFFECTS COVER—**including cash.

**PERSONAL ACCIDENT COVER—**  
(i) **DISABILITY**—after two weeks, £10 per week for five years then £5 per week to age 60.  
(ii) **£2,500 DEATH BENEFIT.**

**COVER—24 hours per day—World Wide.**  
Immediate cover/membership available at £500 per annum

**WE HAVE NO POLITICAL AFFILIATIONS.**

Details: **U.K. SCHOOLTEACHERS PROTECTION SOCIETY**  
8 Market St., Kettering, Northants.

BRENT (London Borough of)

ALPERTON HIGH (MIXED) SCHOOL
Stanley Avenue, Wembley HA0 4JE
(Roll 1,560, 11-18)

Qualified and experienced Teachers are invited to apply for the

HEADSHIP

of this mixed comprehensive school (Group 12). It offers an excellent opportunity for an enthusiastic, a teacher who welcomes the challenge of a multi racial school of high expectation. Vacancy due to retirement.

Application forms with further details available from Director of Education, P.O. Box 1, Chesterfield House, 9 Park Lane, Wembley HA0 7RW, should be returned by 11th February.

London Allowance of £402 per annum is payable and there is a scheme for assistance with removal expenses including legal fees etc., travelling and lodging allowances.

MIDDLE HEADSHIPS continued

HAMPSHIRE:
MIDDLE SCHOOL
Headship, 1977
Headship, 1977
Headship, 1977

WAKEFIELD (City of)
MIDDLE SCHOOL
Headship, 1977
Headship, 1977
Headship, 1977

Deputy Headships Senior Masters/Mistresses

DORSET:
MIDDLE SCHOOL
Deputy Headship, 1977
Senior Master, 1977
Senior Mistress, 1977

NORFOLK:
MIDDLE SCHOOL
Deputy Headship, 1977
Senior Master, 1977
Senior Mistress, 1977

NORFOLK:
MIDDLE SCHOOL
Deputy Headship, 1977
Senior Master, 1977
Senior Mistress, 1977

NORFOLK:
MIDDLE SCHOOL
Deputy Headship, 1977
Senior Master, 1977
Senior Mistress, 1977

NORFOLK:
MIDDLE SCHOOL
Deputy Headship, 1977
Senior Master, 1977
Senior Mistress, 1977

NORFOLK:
MIDDLE SCHOOL
Deputy Headship, 1977
Senior Master, 1977
Senior Mistress, 1977

NORFOLK:
MIDDLE SCHOOL
Deputy Headship, 1977
Senior Master, 1977
Senior Mistress, 1977

NORFOLK:
MIDDLE SCHOOL
Deputy Headship, 1977
Senior Master, 1977
Senior Mistress, 1977

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Deputy Headship, 1977
Senior Master, 1977
Senior Mistress, 1977

HAMPSHIRE:
MIDDLE SCHOOL
Headship, 1977
Headship, 1977
Headship, 1977

WAKEFIELD (City of)
MIDDLE SCHOOL
Headship, 1977
Headship, 1977
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DORSET:
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Senior Master, 1977
Senior Mistress, 1977

NORFOLK:
MIDDLE SCHOOL
Deputy Headship, 1977
Senior Master, 1977
Senior Mistress, 1977

Scale 1 Posts
KIRKLEES:
MIDDLE SCHOOL
Headship, 1977
Headship, 1977
Headship, 1977

WAKEFIELD (City of)
MIDDLE SCHOOL
Headship, 1977
Headship, 1977
Headship, 1977

DORSET:
MIDDLE SCHOOL
Deputy Headship, 1977
Senior Master, 1977
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Senior Master, 1977
Senior Mistress, 1977

WARWICKSHIRE:
MIDDLE SCHOOL
Headship, 1977
Headship, 1977
Headship, 1977

WAKEFIELD (City of)
MIDDLE SCHOOL
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Deputy Headship, 1977
Senior Master, 1977
Senior Mistress, 1977

London Borough of RICHMOND UPON THAMES

Applications are invited for the post of HEAD TEACHER of Twickenham Secondary School (Girls) (Group 10)

This is a six form entry comprehensive school for girls between the ages of 11 and 16. Outer London Allowance of £207 and £312 Supplement payable.

Forms and further details (foolscap A4) from Director of Education, Royal House, London Road, Twickenham, TW1 3QB returnable by Friday, 4th February, 1977.

EDUCATION COMMITTEE
The borough is within easy access of central London and bordered by Epping Forest. London addition to salary payable.

Required for April 1977
Leyton Girls Senior High School
Colworth Road, London E11 1JD
Head Teacher (Group 10 school)

Salary £7,455-£8,078 plus £207 London Allowance plus £312 supplement plus Social Priority Allowance. Applications are invited for April 1977 for the Headship of this Girls Comprehensive Senior High School, 700 on rail 14-19 year range.

Closing date 8th February, 1977. Application form and further details obtainable on receipt of a.s.e. from the Chief Education Officer, London Borough of Waltham Forest, Municipal Offices, High Road, Leyton, London E10 5QJ.

London Borough of Waltham Forest

KENT County Council Education Department
DOVER DIVISION
DOVER GRAMMAR SCHOOL FOR GIRLS (Group 10)

Head Teacher
Applications are invited for the post of Head Teacher of this girls' selective school from the beginning of the Autumn Term, 1977.

The Authority is looking for a well-qualified and experienced candidate for this girls' selective school with strong academic traditions.

The roll is 730 including 150 Sixth Form pupils. Forms of application and further details may be obtained from the Divisional Education Officer, 3 Cambridge Terrace, Dover CT16 1JU, to whom completed applications should be returned by February 11, 1977.

TURVES GREEN GIRLS' SCHOOL
Northfield B31 4BP
HEADSHIP
Group 10, Age Range 11-18 (800 pupils on roll)

Applications are invited from suitably qualified teachers for the post of HEAD TEACHER of the above school, to commence duty in April, 1977. The school is situated on the south west side of the City and it is a member of the South West One Consortium of Schools.

Application forms and further details may be obtained from the Chief Education Officer, South Area, Schools Branch, Education Office, Margaret Street, Birmingham B3 3BU, and should be returned not later than 2nd February, 1977.

DEPUTY HEADSHIPS continued
CLWYD:
MIDDLE SCHOOL
Deputy Headship, 1977
Senior Master, 1977
Senior Mistress, 1977

WAKEFIELD (City of)
MIDDLE SCHOOL
Headship, 1977
Headship, 1977
Headship, 1977

DORSET:
MIDDLE SCHOOL
Deputy Headship, 1977
Senior Master, 1977
Senior Mistress, 1977

NORFOLK:
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Senior Master, 1977
Senior Mistress, 1977

VYNER'S SCHOOL, Warren Road, Ickenham, Uxbridge, Middlesex UB10 8AB

APPOINTMENT OF SECOND DEPUTY HEAD (GROUP XI)
Required for September 1977, an experienced and well qualified teacher as second Deputy Head (Personnel) to join the Senior Management Team and to have particular responsibility for staff organisation and development and for co-ordinating the pastoral and disciplinary aspects of the School.

The School is at present a four form entry mixed Grammar School but will receive its first five form non-selective intake into the first year in September. It is hoped that the person appointed will play a full part in the development of the School as a Comprehensive.

Application forms from and returnable to the Director of Education, Civic Centre, Uxbridge, Middlesex, closing date 5 February.

ILLINGDON
Education Department
St. Edwards School
(Roll 1,108)

Applications are invited for appointment as Headteacher of this Group II Church of England, Aided, Co-educational Comprehensive School. The post becomes vacant on 1st September, 1977 on the retirement of the present Headteacher. The school enjoys a close relationship with the Parish Church and applicants should be communicant members of the Church of England.

There is a scheme for removal expenses. Application forms and further details (S.A.E. please) available from the Director of Educational Services, Mercury House, Mercury Gardens, Romford RM1 3DR, to be returned to the Chairman of Governors, 15 Oaklands Avenue, Romford RM1 4DB by 19th February, 1977.

HAVERING
Education Department
Required Summer Term 1977
Gaynes School
(Roll 1,871 Co Ed)

Applications are invited for the post of Deputy Headteacher of this Group 11, 6 F.E. Comprehensive School situated on one site. The duties of the successful applicant will include:

(a) Administering the School in the absence of the Head. (b) Taking overall responsibility for the welfare and discipline of girls. (c) Assisting in careers guidance.

There is a scheme for removal expenses. Application forms and further details (S.A.E. please) available from the Director of Educational Services, Mercury House, Mercury Gardens, Romford RM1 3DR, to be returned by Monday, 7th February, 1977.

HAVERING
Education Department
LONDON BOROUGH OF ENFIELD
EDMONTON SCHOOL, GREAT CAMBRIDGE ROAD, ENFIELD, MIDDLESEX EN1 1HQ

SECOND MASTER/MISTRESS (Deputy Head, Group 11)
Applications are invited for this key post at this Mixed 11-18 Comprehensive School, for September, 1977, or earlier if available, on the retirement of the present holder. It is expected that the person appointed will assume the role of Director of Studies.

Consideration given to the following: 100 per cent removal expenses (£400 maximum), generous assistance with relocation costs, temporary housing accommodation for up to two years, £10 per week lodging allowance (up to four months) in certain cases.

Application forms and further details (stamped addressed envelope) obtainable from the Headmaster to whom they should be returned by 11th February, 1977.

EDMONTON SCHOOL, GREAT CAMBRIDGE ROAD, ENFIELD, MIDDLESEX EN1 1HQ

DYFED EDUCATION COMMITTEE
Required for Summer Term, 1977
HAKIN CP. INFANTS SCHOOL, Milford Haven (Burnham Group 4, approx. 190 pupils).

First Teaching Appointments PRIMARY
Newly trained teachers are invited to apply for a limited number of First Teaching Appointments which may become available in Nursery, Infant and Junior Schools for September 1977.

SECONDARY
Applications are also invited from students who have trained for Middle or Secondary Schools and can offer the following subjects in the Authority's Comprehensive Schools for pupils in the 11-18 year age range:

WARWICKSHIRE:
MIDDLE SCHOOL
Headship, 1977
Headship, 1977
Headship, 1977

By Subject Classification
Mathematics
Other Posts on Scale 2 and above

BRADFORD (City of)
MIDDLE SCHOOL
Headship, 1977
Headship, 1977
Headship, 1977

THE CITY OF MANCHESTER
EDUCATION COMMITTEE
HEAD TEACHER
Applications are invited for the post of Head Teacher of this girls' selective school from the beginning of the Autumn Term, 1977.

Other than by Subject Classification
Heads of Department
KENT:
MIDDLE SCHOOL
Deputy Headship, 1977
Senior Master, 1977
Senior Mistress, 1977

Suffolk County Council
COLLEGE HEATH MIDDLE SCHOOL, MILDENHALL
GROUP 7 9-13 YEARS
Applications are invited from teachers with a firm commitment to middle school education for key posts in this new purpose-built middle school scheduled to open in September, 1977, with the 9 plus year group only.

TURVES GREEN GIRLS' SCHOOL
Northfield B31 4BP
HEADSHIP
Group 10, Age Range 11-18 (800 pupils on roll)

BIRMINGHAM CITY COUNCIL
Applications are invited from suitably qualified teachers for the post of HEAD TEACHER of the above school, to commence duty in April, 1977.

DOVER DIVISION
DOVER GRAMMAR SCHOOL FOR GIRLS (Group 10)
Head Teacher
Applications are invited for the post of Head Teacher of this girls' selective school from the beginning of the Autumn Term, 1977.

ESSEX:
MIDDLE SCHOOL
Headship, 1977
Headship, 1977
Headship, 1977

HAVERING
Education Department
LONDON BOROUGH OF ENFIELD
EDMONTON SCHOOL, GREAT CAMBRIDGE ROAD, ENFIELD, MIDDLESEX EN1 1HQ

SECOND MASTER/MISTRESS (Deputy Head, Group 11)
Applications are invited for this key post at this Mixed 11-18 Comprehensive School, for September, 1977, or earlier if available, on the retirement of the present holder.









Inner London Education Authority Specialist Vacancies for Secondary Teachers

The Authority would be pleased to hear from suitably qualified teachers with experience or seeking their first appointment, having already completed a course of training, in the following subjects:-

- COMMERCE (Office Skills) (Full and Part Time)
DESIGN AND TECHNOLOGY
FRENCH (Full and Part Time)
HOME ECONOMICS (Part Time only)
NEEDLEWORK (Part Time only)

Appointments will be to a Scale 1 post in the Authority's General Teaching Service, Inner London allowance (£402) payable in addition to the Burnham salary.

For an application form, please write to the Education Officer (TS2), The County Hall, London SE1 7PB (telephone 01-633 6426).

METROPOLITAN BOROUGH OF STOCKPORT ASSISTANT PRINCIPAL CAREERS OFFICER

£4,339-£4,812 plus £312 p.a. supplement. The Careers Service forms part of the Professional Services Department. The main duties are to assist the P.C.O. in the administration of the service (with particular responsibility for staff training), and give vocational guidance in schools but with a reduced case load. Ideally, applicants should have experience of advising those bound for Higher Education and have spent at least one year in the Careers Service. Supervisory and leadership experience and some pastoral insight would be an advantage. The officer will be expected to have a valid driving licence and to own or purchase a car (assistance available). Removal, disturbance, furnishing and car allowances also available. Application forms and further details from the Director of Education, Town Hall, Stockport, to be returned to the Director of Education by 11th February, 1977.

SECONDARY Head of Department

Required from May 1st, 1977 (a September appointment may be considered). Chadwell Hulme High School, Wooda Lane, Chadwell Hulme. HEAD OF GEOGRAPHY (Ref. 363/163) Scale 3. This is an expanding 11-18 Comprehensive School with a potentially large 6th Form. Application forms from the Director of Education, Town Hall, Stockport (quoting reference) and return to Headteacher by 8th February, 1977.

TEACHER OF FRENCH

Required from 18th April, 1977, until August, 1977. Hazel Grove High School, Locksoms Lane, Hazel Grove. TEACHER OF FRENCH (Ref. 367/163) Temporary Appointment. Scale 1. To teach French to classes in years 1-4 in this mixed 11-18 comprehensive school. This is a temporary appointment but could become permanent in September, 1977.

TEACHER OF ENGLISH

Required from 18th April, 1977, for one term. Hazel Grove High School, Locksoms Lane, Hazel Grove. TEACHER OF ENGLISH (Ref. 367/163) Temporary Appointment. Scale 1. To teach English to classes in Years 1-4. Return application forms for the above two posts to the Headteacher by 8th February, 1977.

HEAD OF FRENCH

Required for September, 1977. Brethay Comprehensive School, Harrytown, Ramilay Head. HEAD OF FRENCH (Ref. 367/163) Scale 3. An experienced teacher to organise the teaching of French at all levels including University entrance, responsible directly to the Head of Modern Languages. Facilities include a Language Laboratory and established links with local schools in France and Germany.

TEACHER OF MATHEMATICS

Required from 1st May, 1977 (A September appointment may be considered). Avondale School, St. Leams Road, Edgely. HEAD OF DEPARTMENT - MATHEMATICS (Ref. 371/163) Scale 4. A well qualified applicant who will take advantage of the excellent facilities for the development of the subject.

RE-ADVERTISEMENT

Required for 1st May, 1977 (A September appointment may be considered). Avondale School, St. Leams Road, Edgely. HEAD OF DEPARTMENT - MATHEMATICS (Ref. 371/163) Scale 4. A well qualified applicant who will take advantage of the excellent facilities for the development of the subject.

Application forms from the Director of Education, Town Hall, Stockport (quoting reference) and return to the Headteacher by 11th February, 1977, unless otherwise stated.

SURREY COUNTY COUNCIL

\* Fringe Area London Allowance £150 p.a. Throughout the County. \* Generous relocation expenses in approved cases.

POSTS OF RESPONSIBILITY

COMPREHENSIVE DORKING, THE ASHCOMBE

French Teacher to take subject throughout the school with RUSSIAN as subsidiary subject. Scale 2. Telephone Dorking 88312.

GODALMING, BROADWATER COUNTY SECONDARY

Head of Music. Scale 3. Telephone Godalming 22166. HORLEY COUNTY SECONDARY

Languages or Technical Subjects or Science. Housemaster/Housemistress to take charge of pastoral care of one quarter of school. Scale 4. Telephone Horley 5363.

LEATHERHEAD, THERFIELD

Head of Chemistry capable of organising examination work at all levels and help with Physics/General Science. Scale 3.

REDHILL, ST. BEDE'S

(Anglican and Roman Catholic, N.O.R. 1,100) Head of Department. Craft, Design and Technology. Scale 3. Required in April or September 1977. Excellent facilities in newly equipped room. Telephone Redhill 83780.

WARLINGHAM COUNTY SECONDARY

Metalwork/Woodwork. Scale 2. Teacher to work as one of a team in the Technical Studies Department. Telephone Upper Warlingham 4087.

WOKING, THE WINSTON CHURCHILL COUNTY SECONDARY

Modern Languages. Teacher required in April at this 10 Form Entry 12-16 school. French, German, Spanish and Latin offered and preference will be given to a candidate who can offer two of these. Scale 2 post may be available for suitably experienced candidate.

Head of Modern Languages

Scale 4. Required April. Well qualified teacher to take charge of well established Modern Languages Department. French, German Spanish and Latin offered. Competence in two of these desired. Telephone Brookwood 6361.

SCALE 1 POSTS

COMPREHENSIVE ASHFORD, ABBOTSFORD COUNTY SECONDARY

Mathematics teacher required. Telephone Ashford 43824. DORKING, THE ASHCOMBE

Geography and Mathematics. Teacher to take subject throughout the school. Telephone Dorking 88312.

WARLINGHAM COUNTY SECONDARY

Needlework. Required as soon as possible, teacher to take subject to O level. Excellent facilities for needlework in the Home Economics Department. Some Craft and related skills an advantage. Telephone Upper Warlingham 4087.

WALTON ON THAMES, RYDENS COUNTY SECONDARY

Boys Craft - Technical Drawing. Teacher required: Telephone Walton 24783. Further details available from the Head where the telephone number is shown. Application forms available on receipt of a stamped, addressed, isocap envelope from the County Education Officer, County Hall, Kingston upon Thames KT1 2DJ.

TEACHING STAFF MID GLAMORGAN SCHOOLS COMPUTER CENTRE, PORTH, RHONDDA

Applications are invited from Graduates for the post of TEACHER OF COMPUTER SCIENCE at the Mid Glamorgan Schools Computer Centre.

Scale 2 Post

Experience in Commercial Data Processing would be an advantage. The centre has an IBM 1130 computer and provides facilities for all schools within the county.

The successful applicant would be expected to teach the subjects up to 'A' level standard both at the centre and at schools within the county. Further information will be supplied to applicants.

Application forms to be returned by 9th February, 1977, obtainable on receipt of a stamped addressed isocap envelope, from the Director of Education, Education Department, County Hall, Cathays Park, Cardiff. Candidates will be interviewed.

COUNTY OF SOUTH GLAMORGAN DEPUTY HEAD TEACHER: Group 13

(Roll 1,500; 12 form entry) FITZALAN HIGH SCHOOL, CARDIFF To be responsible for the day to day running of the middle school. The present holder has oversight of girls' discipline and pastoral care throughout the school. The post falls vacant on 1st September 1977, due to retirement. Further particulars on request. Closing date for applications 11th February, 1977.

SECONDARY HEATHFIELD HOUSE R.C. HIGH SCHOOL, CARDIFF

(11-18 Girls comprehensive) 4 Form Entry. HEAD OF ENGLISH DEPARTMENT: Scale 4 Required September, honours graduate experienced in teaching all ability levels.

BRYN HAFREN GIRLS' COMPREHENSIVE SCHOOL, HARRY (11 to 18) 12 Form Entry

HEAD OF BIOLOGY DEPARTMENT: Scale 3 Required for April or September. Teacher to be responsible for the subject throughout the school.

FRENCH: Scale 1 To teach throughout the school. This appointment would be temporary for the summer term only.

STANWELL COMPREHENSIVE SCHOOL, PENARTH (11-18) 7 Form Entry

COMMERCE/ECONOMICS: Scale 1 Temporary teacher for the summer term to teach commerce to 5th form and economics for the C.I.E. and G.C.E. 'A' level.

GENERAL SUBJECTS: Scale 1 Plus Special Schools Allowance

A vacancy exists for a non-resident teacher. Experience in teaching handicapped children desirable and diploma in special education an advantage.

PRIMARY The managers invite applications from practising Roman Catholic teachers for the following posts:

ST. JOSEPH'S R.C. JUNIOR SCHOOL, CARDIFF DEPUTY HEAD TEACHER: Group 5 The above post becomes vacant on 1st September, 1977.

ST. CUTHBERT'S R.C. JUNIOR AND INFANT SCHOOL, CARDIFF Scale 2: ENGLISH To be responsible for English development throughout the school.

Scale 1: GENERAL SUBJECTS Required as soon as possible. Junior and infant trained teacher temporary until the end of the summer term. Closing date for the above vacancies 7th February, 1977.

Application forms may be obtained from the undersigned on receipt of a stamped addressed isocap envelope. J. P. Adams, Director of Education, Education Offices, Kingsway, Cardiff.

CYNGOR SIR GWYNEDD COUNTY COUNCIL

YSGOL UWCHRADD BODEDERN

Agorir yr ysgol newydd hon ym Medi, 1977 a gwyhoeddi oetiaidau gan athrawon profiadol, sy'n dysgu'n ail i mewn ysgolion uwchradd new ynyrdd, am y swyddi canlynol o'r iaith o Fedi, 1977.

PENNAETH PYNCIAU

SAESNEG (Graddfa 3)-I gydwethio â Phennaeth y Gyfadran iaith i sefydlu'r pync ddiwyg ysgol a'i dysgu'n mewn amser i aton lfebl "A".

FRANGEG (Graddfa 2)-Ie iellir cynnig graddfa 3 i ymgybyddi gyda chymwysterau arbennig. I sefydlu'r pync yna yn y Gyfadran iaith a'i dysgu'n mewn amser i aton lfebl "A".

GWYDDONIAETH GYFFREDINOL A GWYDDOR GWLAD (Graddfa 2)-Ie i ellir cynnig graddfa 3 i ymgybyddi gyda chymwysterau arbennig. I gydwethio â Phennaeth y Gyfadran Mathematog a Gwyddoniaeth a chwarae rhan llenwiaw o'r dechrau i sefydlu astudiaethau gwyddonol gan gynnwys gwyddor gwlad, amaethyddiaeth a gardd-wlaeth.

GWYDDOR CARTREF (Graddfa 2)-Yn y Gyfadran Cynllunio a Chrefft, i rannu'r gwaith dygu celf a chrefft gyda Phennaeth y Gyfadran a'r dechrau a'i sefydlu'r adran gwyddor cartref. Mae'n bywyd lawn fyd yr holl ymgybyddi yn ab i ddygu plant o wahanol allueddau drwy gyfrwng y Gymraeg a'r Saesneg.

Yn y Gyfadran Cynllunio a Chrefft, i rannu'r gwaith dygu celf a chrefft gyda Phennaeth y Gyfadran a'r dechrau a'i sefydlu'r adran gwyddor cartref. Mae'n bywyd lawn fyd yr holl ymgybyddi yn ab i ddygu plant o wahanol allueddau drwy gyfrwng y Gymraeg a'r Saesneg.

Geillir cael furlenni oleu gan y Swyddog Addysg Rhanbarthol, Neuadd y Sir, Llanfenni, Dyddiad osu Nhg Chwefor, 1977.

TECWWYN ELLIS, Cylarwyddon Addysg.

SECONDARY continued

Physical Education

Herts Education Authority

Other Posts on Scale 2 and above

AVON COUNTY EDUCATION AUTHORITY. Head of Department. Scale 2. Physical Education. To be responsible for the day to day running of the school. The post falls vacant on 1st September 1977, due to retirement. Further particulars on request. Closing date for applications 11th February, 1977.

DEVON WESTLANDS SCHOOL. Head of Department. Scale 2. Physical Education. To be responsible for the day to day running of the school. The post falls vacant on 1st September 1977, due to retirement. Further particulars on request. Closing date for applications 11th February, 1977.

HILLINGDON (London Borough of) Head of Department. Scale 2. Physical Education. To be responsible for the day to day running of the school. The post falls vacant on 1st September 1977, due to retirement. Further particulars on request. Closing date for applications 11th February, 1977.

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GLoucestershire

ARCHWAY SCHOOL. Head of Department. Scale 2. Physical Education. To be responsible for the day to day running of the school. The post falls vacant on 1st September 1977, due to retirement. Further particulars on request. Closing date for applications 11th February, 1977.

BRISTOL EDUCATION AUTHORITY. Head of Department. Scale 2. Physical Education. To be responsible for the day to day running of the school. The post falls vacant on 1st September 1977, due to retirement. Further particulars on request. Closing date for applications 11th February, 1977.

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WALTHAM FOREST EDUCATION COMMITTEE

Head of Department. Scale 2. Physical Education. To be responsible for the day to day running of the school. The post falls vacant on 1st September 1977, due to retirement. Further particulars on request. Closing date for applications 11th February, 1977.

WALTHAM FOREST EDUCATION COMMITTEE. Head of Department. Scale 2. Physical Education. To be responsible for the day to day running of the school. The post falls vacant on 1st September 1977, due to retirement. Further particulars on request. Closing date for applications 11th February, 1977.

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**Metropolitan Borough of Rochdale**

**EDUCATION DEPARTMENT**  
**MIDDLE AND SECONDARY SCHOOLS**  
**ST. WILFRID'S R.C. (10-13)**  
 Holstein Avenue, Rochdale OL12 6DL  
 Tel. Rochdale 40683

**TEMPORARY ENGLISH**  
 for remainder of school year.  
 Experience with top Juniors an advantage.  
**BISHOP HENSHAW MEMORIAL R.C. SECONDARY (13-18)**  
 Shaw Road, Rochdale OL16 4RX  
 Tel. Rochdale 47781

**SENIOR TEACHER**  
 Post with responsibility for Curriculum Development or Pastoral Care.  
**SUTHERLAND HIGH (11-18)**  
 Sutherland Road, Darnhill, Heywood OL10 3PL  
 Tel. Heywood 60466  
 Required for Easter, 1977:

1. **SCALE 1 NEEDLECRAFT**  
 to join Creative Studies Faculty.  
 The subject is taught to all examination levels.
  2. **ASSISTANT HEAD Group 10**  
 Responsibility for Curriculum in this mixed comprehensive school with approximately 1,000 pupils on roll.
- CARDINAL LANGLEY R.C. GRAMMAR (BOYS') (11-18)**  
 Rochdale Road, Middleton, Manchester M24 2GL  
 Tel. 061-643 4008  
 Required for Easter, 1977 (1st March if possible).

**GRADUATE**  
 to assist in teaching of English. Some 'O' and 'A' level teaching included.  
 Ability to help with Art an advantage.  
 For all posts, application forms (please enclose a foolscap stamped addressed envelope) are available from the Head of the school to whom they should be returned by Monday, 7th February, 1977.

**Royal County of Berkshire**

Closing date for all posts unless otherwise stated, February 14, 1977.

Application forms and further details from the Head Teacher unless indicated otherwise. Please enclose a stamped addressed envelope.  
 Lodging allowances and removal expenses schemes in operation. Mortgage nomination facilities have been negotiated with a number of building societies.

**Primary Education**  
**CLASS/TEAM TEACHER**  
 Scale 1  
**PIGGOTT JUNIOR SCHOOL**  
 (C. of E.)  
 School Hill, Wargrave, Berks.  
 (Tel. Wargrave 2400)  
 For April, 1977. For Upper Junior class. Although applicants should be prepared to work with other ages. Morning on 2nd teacher team basis. Staff experience in art, craft and drama would offer possibility of Scale 2 post. Considerable opportunity to develop and share talents with a lively young staff. Please quote WSA 1436.

**Secondary Education**  
**DOMESTIC SUBJECTS**  
**HEAD OF GIRLS' CRAFTS** Scale 3  
**LITTLE HEATH SCHOOL**  
 Little Heath Road, Tilehurst, Reading.  
 For April for this expanding 11-18 comprehensive School (Roll 1,130). An enthusiastic and imaginative teacher to be responsible for Home Economics and Needlecraft and working closely with the Art and Handicraft Departments, to develop new practical and theoretical courses.

**MATHEMATICS**  
**THE HOLY SCHOOL**  
 Wokingham, Berks.  
 For mid-February or as soon after as possible, a qualified teacher of MATHEMATICS. Roll 150 girls, 11-18 comprehensive. This post involves teaching 'A' level (Traditional course) and MODERN MATHEMATICS to 'O' level.  
 Apply to the Headmistress with details and names of two referees, quoting ref. WSA 1378. Closing date February 9.

**SHAW HOUSE GIRLS' COMPREHENSIVE SCHOOL**  
 Nandy Road, Reading.  
 Required immediately or in April, 1977. To share in teaching MATHEMATICS (A-LEVEL) and GEOGRAPHY (A-LEVEL) up to O-level. Seven classes of 25-30 pupils with another class to be considered as a 28th class. Closing date 9 February.

**PHYSICAL SCIENTIST**  
 Scale 1  
**WESTWOOD GIRLS' COMPREHENSIVE SCHOOL**  
 Home End Lane, Reading, RG6 4EL.  
 Required immediately. PHYSICAL SCIENTIST to teach INTEGRATED SCIENCE (SCIP) to O, D, T and NURFIELD COMBINED SCIENCE to O level and A level. Re-admission. Candidates who are not currently employed need not apply.  
**HEAD OF SOCIAL STUDIES SCHOOL**  
**THE BULMERSH SCHOOL**  
 Chesham Way, Woodley, Reading For April, 1977. Comprehensive school with a well established department within the Humanities Faculty and the post requires a person with the ability to co-ordinate and develop the department to organise the teaching of C.S.E., 'O' and 'A' level courses. Experience of social studies in development in schools would be an advantage. Please quote WSA 1436. Closing date 9 February.

**Educational Appointments**

**BARNSELY COLLEGE OF TECHNOLOGY**

(1) Senior Lecturer in Mechanical Engineering and College Safety Officer. Applicants must be Chartered Engineers and hold a recognised qualification in Education. Preference will be given to those offering a bias towards Production Engineering.  
 (2) Lecturer Grade II in Business Studies specialising in Economics, to teach to H.N.C. standard. Applicants must be holders of a recognised qualification in Education. Preference will be given to those offering a bias towards Production Engineering. Application forms and further particulars obtainable from the Principal, College of Technology, Church Street, Barnsley S70 2AN (s.a.s. please), to be returned not later than 14 days from the appearance of this advertisement.

**DEARNE BOLTON-ON-DEARNE CARRFIELD JUNIOR AND INFANTS SCHOOL**

Highgate Lane, Bolton-on-Deerne, Rotherham  
 Headteacher W. R. Cooke  
 Deputy Headteacher, Group 5  
 Closing date 11th February.

**SILKSTONE JUNIOR AND INFANTS SCHOOL**

High Street, Silkstone, Barnsley  
 Headteacher D. Dyson  
 Deputy Headteacher, Group 2  
 Closing date 4th February.  
 Application forms for the above 2 posts obtainable from and returnable to the Education Officer, 50 Huddersfield Road, Barnsley (s.a.s. please).

**Barnsley Metropolitan Borough**

**HEAD OF MUSIC**  
 Scale 3  
**THE BULMERSH SCHOOL**  
 Chesham Way, Woodley, Reading For April, 1977. To take charge of Year 5, reverting to Year 6 in September, 1977. Please quote WSA 1386. Closing date February 9.

**PASTORAL DEPUTY HEAD, MIDDLE SCHOOL**  
 Scale 3  
**THE BULMERSH SCHOOL**  
 Chesham Way, Woodley, Reading For April, 1977. To take charge of Year 5, reverting to Year 6 in September, 1977. Please quote WSA 1386. Closing date February 9.

**HEAD OF PHYSICS**  
 Scale 2  
**THE BULMERSH SCHOOL**  
 Chesham Way, Woodley, Reading For April, 1977. To take charge of Year 5, reverting to Year 6 in September, 1977. Please quote WSA 1386. Closing date February 9.

**PHYSICAL SCIENTIST**  
 Scale 1  
**WESTWOOD GIRLS' COMPREHENSIVE SCHOOL**  
 Home End Lane, Reading, RG6 4EL.  
 Required immediately. PHYSICAL SCIENTIST to teach INTEGRATED SCIENCE (SCIP) to O, D, T and NURFIELD COMBINED SCIENCE to O level and A level. Re-admission. Candidates who are not currently employed need not apply.

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**LOTHIAN REGIONAL COUNCIL DEPARTMENT OF EDUCATION**

**TEACHING APPOINTMENTS**  
 Applications are invited from registered teachers for the following posts: EDINBURGH DIVISION Primary

**HEAD TEACHER**  
 Duddingston Primary School  
 Assistant Head Teacher  
 Riccarton Primary School  
**ASSISTANT PRINCIPAL TEACHER**  
 Firhill High School  
 Inverclevy High School  
**TEACHING POST**  
 Trinity Academy

**WEST LOTHIAN DIVISION Primary**  
**ASSISTANT HEAD TEACHER**  
 Leitham Primary School, Livingston Upper School  
**PRINCIPAL TEACHER**  
 West Calder High School

**DEARNE BOLTON-ON-DEARNE CARRFIELD JUNIOR AND INFANTS SCHOOL**  
 Highgate Lane, Bolton-on-Deerne, Rotherham  
 Headteacher W. R. Cooke  
 Deputy Headteacher, Group 5  
 Closing date 11th February.

**County of Cleveland**

**SECONDARY SCHOOLS**  
 All Secondary Schools are Mixed Comprehensive Schools

**11-16 SCHOOLS**  
**SENIOR TEACHER (Curriculum)**  
**FURNESS SCHOOL (Roll 1,050)**, Marsh House Avenue, Billingham, Cleveland, TS23 3HA (Tel: Stockton 68047)  
 Applications for this post are invited from teachers who have successfully prepared pupils for external examinations and can contribute to the management and organization of the school.

**SCALE 3 HEAD OF YEAR**  
**SARAH METCALFE SCHOOL (Roll 967)**, Burns Road, Seaham East, South Bank, Cleveland, TS6 9AW (Tel: Easton Grange 66101)  
 Required for the Summer Term 1977, a suitably qualified teacher to be responsible for a YEAR. Ability to teach Mathematics to 'O' level an advantage. Application forms returnable to the Acting Head Teacher within 10 days of the appearance of this advertisement.

**SCALE 2 GIRLS' PHYSICAL EDUCATION**  
**SACRED HEART RC SCHOOL (Roll 898)**, Dorwell Road, Redcar, Cleveland, TS10 1BT (Tel: Redcar 32921)  
 Required for April, 1977, or earlier, a suitably qualified and experienced teacher for GIRLS' PHYSICAL EDUCATION, able to develop HOCKEY throughout the school.

**SCALE 2 RELIGIOUS EDUCATION**  
**BROOKSIDE SCHOOL (Roll 702)**, Marlon Road, Middlebrough, Cleveland, TS4 3RY (Tel: Middlebrough 36900)  
 Required for Easter, 1977, a teacher to be responsible for RELIGIOUS EDUCATION.

**SCALE 1 MUSIC**  
**WARBETTS SCHOOL (Roll 1,135)**, Linden Road, Brotton, Saltburn, Cleveland (Tel: Brotton 405)  
 Required for Easter, 1977, a teacher for MUSIC. The school has a purpose built music suite.

**SCALE 1 PHYSICS/COMBINED SCIENCE**  
**SALTSCAR SCHOOL (Roll 782)**, Corporation Road, Redcar, Cleveland. (Tel: Redcar 4997)  
 Required for April, 1977, a teacher for PHYSICS/COMBINED SCIENCE.  
 The following vacancies exist at:  
**NEWLANDS F.C.J. SCHOOL (Roll 408)** Sallerton Hill Avenue, Middlebrough, Cleveland, TS4 3JW (Tel: Middlebrough 825311)

**SCALE 3 ENGLISH**  
 Required for September, 1977, a teacher to be responsible for ENGLISH.  
**SCALE 2 REMEDIAL**  
 Required for September, 1977, a teacher to be responsible for the REMEDIAL DEPARTMENT.

**SCALE 2 ART**  
 Required for September, 1977, a teacher to be responsible for ART.  
 Well qualified and experienced teachers are required to lead the respective departments in this four-form entry re-organised 11-16 years Comprehensive School which will have its full intake in September, 1978.

Financial assistance with household removal expenses is available in approved cases. Further details and application forms are obtainable from the Head Teachers at the addresses shown above. Applications by letter should include detailed information regarding education, training, qualifications and experience, together with the names and addresses of three referees.  
 Letters of application and completed application forms should be submitted direct to the Head Teachers within 14 days of the appearance of this advertisement unless otherwise stated.

**Sixth Form and Tertiary Colleges**

**Heads of Department**  
**CITY OF SALFORD**  
**EDUCATION COMMITTEE**  
**PENDELTON SIXTH FORM**  
 (Group 21, 650 students)  
 Wanted in September, 1977  
**DEPARTMENT HEAD (Maths)**  
 An enthusiastic and lively teacher with a strong background in the subject and an interest in developing general studies courses as well as directing advanced and Ordinary level work.

**ASSISTANT HEAD TEACHER**  
 West Lothian Division Primary  
**ASSISTANT HEAD TEACHER**  
 Leitham Primary School, Livingston Upper School  
**PRINCIPAL TEACHER**  
 West Calder High School

**Special Education**  
**Headships**  
**GLoucestershire**  
**TEWKESBURY EAST SCHOOL**  
 (All Age)  
 Ashchurch Road, Newton, Tewkesbury.  
**HEAD TEACHER** required for this new purpose-built school for 100 pupils opening September, 1977. Group 6/7.  
 Appointment from 20th April or as soon as possible thereafter.  
 Forms and further particulars from Chief Education Officer, Sir John Pitt, Gloucester, enclosing stamped addressed envelope.

**CHESHIRE**  
**EDUCATION COMMITTEE**  
**BARNTON TROBRIAN SCHOOL**  
 (All Age)  
 High Street, Barnton, Macclesfield.  
**HEAD TEACHER** required for this new purpose-built school for 100 pupils opening September, 1977. Group 6/7.  
 Appointment from 20th April or as soon as possible thereafter.  
 Forms and further particulars from Chief Education Officer, Sir John Pitt, Gloucester, enclosing stamped addressed envelope.

**NOTTINGHAMSHIRE**  
**EDUCATION DEPARTMENT**  
**EDUCATION OFFICER**  
 Applications are invited from suitably qualified teachers for the following posts:  
**WOLLEY SCHOOL**  
 (Roll: 113-114)  
**PELHAM SCHOOL**  
 (Roll: 113-114)  
**TEACHER (Group 6)**  
 Applications for these posts should be sent to the Headmaster, with names of referees, to the Education Officer, Watling Street, Nottingham, by Monday, 13th February, 1977.

**SHEFFIELD**  
**EDUCATION COMMITTEE**  
**WOLLEY SCHOOL**  
 (Roll: 113-114)  
**PELHAM SCHOOL**  
 (Roll: 113-114)  
**TEACHER (Group 6)**  
 Applications for these posts should be sent to the Headmaster, with names of referees, to the Education Officer, Watling Street, Nottingham, by Monday, 13th February, 1977.

**NORFOLK COUNTY COUNCIL**  
**Education Department**  
**HEAD TEACHER**  
 for  
**HALL E.S.N.(S) SCHOOL,**  
 St. Faiths Road, Norwich  
 Roll: 92. Group: 5(S).  
 Application forms and further particulars obtainable from the County Education Officer, County Hall, Marlborough Lane, Norwich NR1 2DL, to whom completed forms should be returned as soon as possible but only by post on receipt of a S.A.E.  
 Removal expenses are paid in accordance with the Authority's scheme.

**BEDFORDSHIRE**  
**EDUCATION DEPARTMENT**  
**EDUCATION OFFICER**  
 Applications are invited from suitably qualified teachers for the following posts:  
**WOLLEY SCHOOL**  
 (Roll: 113-114)  
**PELHAM SCHOOL**  
 (Roll: 113-114)  
**TEACHER (Group 6)**  
 Applications for these posts should be sent to the Headmaster, with names of referees, to the Education Officer, Watling Street, Nottingham, by Monday, 13th February, 1977.

**County of Cleveland**  
**PRINCIPAL POST**  
**SIR WILLIAM TURNER'S SIXTH FORM COLLEGE**  
 (Group 10) REDCAR  
 Applications are invited for the post of PRINCIPAL of this Sixth Form College. As the present Principal will be retiring at the end of the present academic year the appointment will date from September 1977.  
 The College, which is voluntary controlled, was opened in 1975. It is a educational establishment with an open-entry admission policy and its students are drawn from the three 11-16 county comprehensive schools in Redcar.  
 The Joint Committee responsible for making the appointment wish to appoint a person with sound and relevant teaching experience, including substantial sixth form work.  
 Financial assistance with household removal expenses is available in approved cases.  
 Forms of application are obtainable from and returnable to the County Education Officer, Education Office, Woodlands Road, Middlebrough, Cleveland TS1 3BN, and should be returned not later than 14th February, 1977.

**DERBYSHIRE**  
**EDUCATION DEPARTMENT**  
**EDUCATION OFFICER**  
 Applications are invited from suitably qualified teachers for the following posts:  
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 (Roll: 113-114)  
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**LANCASHIRE**  
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 Applications for these posts should be sent to the Headmaster, with names of referees, to the Education Officer, Watling Street, Nottingham, by Monday, 13th February, 1977.

Application forms and further particulars from the Chief Education Officer, Sir John Pitt, Gloucester, enclosing stamped addressed envelope.

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Application forms and further particulars from the County







NEWCASTLE UPON TYNE POLYTECHNIC
Department of Modern Languages

LECTURER II in RUSSIAN (Temporary)

Required for two years commencing 1st April, 1977. Applicants, who should be honours graduates, should be able to teach Russian language to degree level and have a special interest in Soviet Politics.

Burnham F.E. Lecturer II, £3,279-£5,493, plus £312 p.a. salary supplement.

For further particulars and application forms, returnable by 14th February, 1977, please send stamped addressed envelope to Staffing Officer, Newcastle upon Tyne Polytechnic, Ellison Building, Ellison Place, Newcastle upon Tyne NE1 8ST.

McMASTER FELLOWS

IN ARTS, SCIENCE AND ENGINEERING

Applications are invited for a limited number of appointments as McMaster Fellows beginning in the academic year 1977/78.

Appointments will normally be made for two years with possible renewal for a third year. Fellows will be expected to undertake full-time scholarly research either individually or in collaboration with faculty members in the University. The stipend will be £16,000 and modest grants will be available to support the research.

Applicants should submit detailed descriptions of their proposed research and should supply the names of three referees who would be willing to provide supporting letters if requested to do so.

Applications should be sent by March 31, 1977 to:

Dr. A. A. Lee, Vice-President, Academic McMaster University, 1280 Main Street West, Hamilton, Ontario L8S 4K1

(RE-ADVERTISEMENT)

LONDON BOROUGH OF EALING Education Service ADULT EDUCATION with Community Centres Service

Area Head £5,652-£8,444 (plus £402 London Allowance and £312 supplement per annum) (Burnham FE Head of Department Grade 2)

From 1 April, 1977, sooner if possible. The Council offer 100% removal expenses, legal and estate agent's fees up to £300, and lodging allowance. The application of those who have previously applied will be automatically reconsidered unless applicants indicate that they wish to withdraw their application. Further details and application forms available from the Chief Education Officer, Hadley House, 79/81 Uxbridge Road, Ealing W5 5SU. Forms to be returned by the 11 February, 1977.

SURREY COUNTY COUNCIL NORTHERN AREA Education Service at H.M. Remand Centre Latchmere House, Church Road, Ham Common, Richmond

Experienced Remedial Teacher required for small groups of boys aged 14 to 21 years. Salary Burnham Lecturer, Grade 2, £3,279-£5,497, plus £312 Supplement plus Fringe Area London Allowance £350 p.a. Further details and application forms from the Area Education Officer, 7, Montrose Hill, Weybridge, Telephone: Weybridge 52811, extension 40. Closing date for applications: 11th February, 1977.

COLLEGES OF FURTHER EDUCATION continued

WILTSHIRE SOUTH WEST COLLEGE OF FURTHER EDUCATION Southampton Road, Salisbury DEPARTMENT OF BUSINESS STUDIES

Colleges and Departments of Art

GLoucestershire GLOUCESTERSHIRE COLLEGE OF FURTHER EDUCATION, LEICESTER ROAD, LEICESTER LE1 7JH

LANCASHIRE PHILIPPS POLYTECHNIC, LEICESTER ROAD, LEICESTER LE1 7JH

LANCASHIRE LEICESTER ROAD, LEICESTER LE1 7JH

SUNDERLAND THE UNIVERSITY OF SUDBURY, SUDBURY, SUFFOLK

UNIVERSITIES ABERDEEN THE UNIVERSITY OF ABERDEEN

CAMBRIDGE CAMBRIDGE INSTITUTE OF EDUCATION

CANADA NATIONAL UNIVERSITY OF MONTEBELLUNA

CAMBRIDGE CAMBRIDGE INSTITUTE OF EDUCATION

Cambridge Fellowships Studentships and Research Awards

Cambridge Cambridge Institute of Education

Cambridge Fellowships Studentships and Research Awards

Cambridge Fellowships Studentships and Research Awards

Cambridge Fellowships Studentships and Research Awards

Colleges of Higher Education

SOUTHAMPTON LA SAINTE UNION COLLEGE OF HIGHER EDUCATION

Colleges of Education

CUMBRIA EDUCATION COMMITTEE

SUNDERLAND THE UNIVERSITY OF SUDBURY, SUDBURY, SUFFOLK

SUNDERLAND THE UNIVERSITY OF SUDBURY, SUDBURY, SUFFOLK

Central School of Art and Design

Fine Art Department

Principal Lecturer in Sculpture

Applications are invited from practising artists for the post of Principal Lecturer (with special responsibility for CMAA BA studies).

Further details and application forms obtainable from The Registrar and returnable within fourteen days of the appearance of this advertisement.

Schools Council Project Health Education 13-18

APPOINTMENT OF PROJECT TEAM

The Schools Council has funded a major project, in co-operation with the Transport and Road Research Laboratory and Scottish Health Education Unit.

The aim of the project, which will be directed by Mr. Trevor Williams and based at Colchester Institute of Higher Education, is to identify ways in which health education can be organised within secondary education.

Teaching experience in the 13-18 sector of education is essential, while experience of curriculum development and health education would be highly desirable.

ADULT EDUCATION Apprentices continued

BRUSHWIRE BRUSHWIRE COMMUNITY EDUCATION COMMITTEE

HOUSLOW HOUSLOW COMMUNITY EDUCATION COMMITTEE

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COMMUNITY HOMES and Associated Institutions

HERTFORDSHIRE HERTFORDSHIRE COMMUNITY EDUCATION COMMITTEE

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STAFFORDSHIRE SOCIAL SERVICES

Housemaster The above resident or non-resident post is available at Riverside, Doveley, near Rugeley, Uttoxeter, which is a Community School accommodating 88 boys aged 13 to 17 years, who need care, control, treatment and education within a residential setting.

Applicants are asked to note that it is the County Council's view that it is desirable for their employees to be members of an appropriate Trades Union.

Application forms and further particulars from the Director of Social Services, 66 Foregate Street, Stafford.

WILTSHIRE COUNTY COUNCIL Education Department

YOUTH AND COMMUNITY SERVICES JNC III £3,426-£3,888 plus £312 p.a. supplement

Qualified Youth and Community Worker for development of the service at the Clarence Street Centre, Swindon

Removal/disturbance allowance up to £500 in appropriate cases. Lodging allowance for up to 6 months up to £10 per week.

Application form and job description from Chief Education Officer (Policy and Co-ordination), County Hall, Trowbridge, returnable by 11th February, quoting reference MA.77.23.

Youth and Community Workers Qualified and experienced Youth and Community Workers are invited to apply for four positions which have become vacant.

London Borough of Waltham Forest

Community Education Worker (Man or Woman)

Applications are now sought for the post of full-time community education worker based at Mount Pleasant Centre. The worker will help the centre management committee and the people of the local community to identify their social and educational needs and to develop appropriate provision to meet those needs.

Further particulars and application forms, which should be returned by 14th February, 1977, may be obtained from The Chief Education Officer, Education Department, P.O. Box 97, Leopold Street, Sheffield S1 1JF (Tel. 5274).

Sheffield Education Committee

Community Education Worker (Man or Woman)

Applications are now sought for the post of full-time community education worker based at Mount Pleasant Centre. The worker will help the centre management committee and the people of the local community to identify their social and educational needs and to develop appropriate provision to meet those needs.



### The British Council

invites applications for the following posts:

#### Assistant Professor of English (Liberia)

University of Liberia, Monrovia  
To lecture in English Language and Linguistics and set up courses in Remedial English and ESP. A first degree in English or Modern Languages and a Master's degree plus a postgraduate TEFL qualification, or an MA in Applied Linguistics. At least 3 years' teaching experience abroad. Preferred age range 25-35.  
Salary: £5,210-£7,054 pa  
Benefits: free accommodation; overseas and children's allowances and other benefits. Two-year contract, renewable.  
76 HU 122

#### ELT Adviser (Mali)

Ministry of Education, Institut Pedagogique National, Bamako  
Teacher-training, in-service training, materials production, coordination of ELT.  
Degree, postgraduate TEFL qualification, extensive overseas TEFL experience, including teacher training and textbook/materials production experience; good knowledge of French essential.  
Salary: £5,001-£6,845 pa  
Benefits: overseas and children's allowances; furnished accommodation; annual passage-paid leave. Two-year contract.  
76 HE 13

#### Assistant Primary Teacher (Jordan)

International Community School, Amman  
Single qualified teacher with minimum 2 years' relevant experience. Interest in music desirable. Preferred age range 22-28.  
Salary: Burnham scale.  
Benefits: free furnished accommodation; passage-paid annual leave; outfit grant; employers' portion of UK superannuation. Three-year contract, renewable.  
76 AS 135

Return fares are paid. Local contracts are guaranteed by the British Council.  
Please write, briefly stating qualifications and length of appropriate experience, quoting relevant reference number and title of post for further details and an application form to The British Council (Appointments), 65 Davies Street, London W1Y 2AA.

### AUSTRALIA NEW SOUTH WALES

#### DEPARTMENT OF TECHNICAL AND FURTHER EDUCATION TEACHER OF NAVIGATION AND SEAMANSHIP

Applications are invited for the above position.  
Salary: \$A12,290 per annum range \$A15,166 per annum including allowances.  
Commencing salary determined according to qualifications and experience.  
Qualifications: Extra Master's Certificate or B.Sc. (Naval Studies) or equivalent with suitable experience. Teaching experience desirable.  
Duties: Successful applicant will be required to teach any subject to Master Foreign Going Standard.  
Conditions:  
(a) Career salary scale and promotion opportunities;  
(b) Security of employment;  
(c) Excellent superannuation, subject to certain conditions;  
(d) 11 weeks annual leave;  
(e) Liberal sick and long service leave benefits;  
(f) Country service could be involved.  
Interviews will be arranged in London.  
Subject to certain conditions the successful applicant will be eligible for:  
● Payment of fares to Sydney.  
● Financial assistance towards cost of removal expenses.  
● Financial assistance towards initial accommodation expenses.

For further information and application form telephone or write to the Recruitment Section, New South Wales Government Offices, 68 Strand, London WC2N 6LZ (Tel. 01-839 8651, extension 194) when applications close on MONDAY, 28th FEBRUARY, 1977. When telephoning or writing please quote reference 44/838 (TES).

### YOUTH AND COMMUNITY SERVICE continued

**NORTHAMPTONSHIRE EDUCATION COMMITTEE**  
KINGSTON COLLEGE SCHOOL  
Appointments at YOUTH and COMMUNITY SERVICE. Applications are invited from qualified teachers for the posts of YOUTH and COMMUNITY SERVICE. The posts are full-time positions and will involve a commitment to the post for a period of three years. The posts are available on a full-time basis or a part-time basis. Applications should be sent to the Recruitment Officer, Kingston College School, 100 High Street, Northampton NN1 7JL. Closing date 15th February 1977.  
**WAKEFIELD (City of) EDUCATION COMMITTEE**  
YOUTH TUTOR  
Applications are invited from qualified teachers for the post of YOUTH TUTOR. The post is a full-time position and will involve a commitment to the post for a period of three years. The post is available on a full-time basis or a part-time basis. Applications should be sent to the Recruitment Officer, Wakefield Education Committee, 100 High Street, Wakefield WF1 3JL. Closing date 15th February 1977.  
**SHEFFIELD EDUCATION COMMITTEE**  
COMMUNITY EDUCATION WORKER  
(Man or woman)  
For details of post involving work with young people, contact the Recruitment Officer, Sheffield Education Committee, 100 High Street, Sheffield S1 2JL. Closing date 15th February 1977.

### HONG KONG

#### The English Schools Foundation

Applications are invited for the posts listed below which will be vacant in September 1977 (except where noted). Applicants should write (airmail) giving full particulars of education, qualifications, experience and marital status. Letters should be addressed to the Secretary, The English Schools Foundation, 20 Borrett Road, Hong Kong, and must arrive before 14th February, 1977. Candidates should state the post in which they are principally interested, but will automatically be considered for any other suitable vacancy.  
Further information will be sent to selected candidates who will be asked to complete formal application procedures. Any candidates may presume his application has been unsuccessful if no reply has been received by 21st March, 1977.  
**General Information**  
The Foundation provides primary and secondary education for non-Chinese-speaking children in the Colony of Hong Kong. Teachers are required to possess qualifications recognized in England. The majority of staff is recruited from the United Kingdom.  
All the schools are co-educational. The primary schools offer a modern education for children from 5 to 11 years old. At the secondary level, a wide variety of courses is undertaken to SLHK Form level.  
Salaries are assessed on the Hong Kong Master Pay Scale and paid in local currency. For the purpose of appointments and grading of responsibility the scale for assistant teachers is divided into six overlapping segments. At present rates of exchange Scale 1 commences at approximately £3,805 per annum and Scale 6 reaches a maximum of £12,100 per annum. Probable point of entry to the scale will be determined by qualifications, experience and present appointment. The list below indicates the intended grading of posts where it is anticipated that the initial appointment will be other than Scale 1.  
Contracts are for two years and are renewable. A gratuity of 25 per cent is paid at the end of each contract period. Air passages, subsidised housing and medical services are provided for overseas recruits.

### SECONDARY SCHOOLS

Island School—on the island of Hong Kong—about 1,200 pupils and a new school open classes in Forms I, II and III in September, 1977, operating for one year within the Island School organization.  
PRINCIPAL for Island School (vacant 1st January, 1978, following retirement of present head) (salary scale approximately £12,100-£18,200 per annum)—preferably with recent U.K. experience of senior post in grammar or comprehensive school, though previous experience overseas could be an advantage.  
MISTRESS as one of three Assistant Principals (Scale 6).  
HOUSEMISTRESS (Scale 3).  
HEAD OF SCIENCE (Physics, Scale 4) for new school, to be responsible for planning and equipping department for 1978.  
RELIGIOUS EDUCATION to develop subject in new school—second subject essential in first year.  
ENGLISH—graduate specialist—to 'A' level.  
HISTORY—graduate specialist—to 'A' level.  
FRENCH—graduate specialist—to 'A' level.  
BOYS' PHYSICAL EDUCATION—with stated classroom subject.  
GIRLS' PHYSICAL EDUCATION—with stated classroom subject.  
DOMESTIC SUBJECTS (principally cookery).  
ART (preferably emphasis on painting).  
SCIENCE—HISTORY, GEOGRAPHY, FRENCH—Individual subjects or in combination—principally for middle and lower school.

### PRIMARY SCHOOLS

Beacon Hill School—in Kowloon—about 800 pupils.  
Boundary Junior School—in Kowloon—about 150 pupils, operating at present as an annex to Beacon Hill.  
Causeway Bay School—on the island of Hong Kong—about 450 pupils.  
DEPUTY HEAD (Scale 4)—preferably with special interest in Mathematics.  
TEACHER (Scale 3)—coordinator of Junior Department.  
TEACHER (Scale 2)—music with some general teaching.  
TEACHER—Juniors—interest in boys' games.  
TEACHER—Infants—ability to play piano.

### THE UNITED ARAB EMIRATES—UNIVERSITY OF THE U.A.E.

Applications are invited for appointments to position of:  
**PROFESSORS, ASSOCIATE PROFESSORS AND ASSISTANT PROFESSORS (Lecturers)**  
starting Sept. 1977 in the following departments:  
ARABIC, ISLAMIC STUDIES, ENGLISH, HISTORY, GEOGRAPHY, SOCIOLOGY, PSYCHOLOGY, EDUCATION CHEMISTRY, PHYSICS, MATHS, GEOLOGY, BOTANY, ZOOLOGY, ECONOMICS, ADMINISTRATION, FRENCH, STATISTICS, LAW, ACCOUNTANCY, POLITICAL SCIENCE.

At all levels, candidates must have Doctorate qualifications in their respective fields, native speakers of Arabic (except for the dept. of English), and experience as regular teaching staff in accredited Universities. In addition, qualified Librarian (with an M.A. Degree) is invited to apply.  
The information regarding salary scale is available at the U.A.E. CULTURAL ATTACHE OFFICE.  
Benefits: Tax free, free furnished accommodation, free medical service, annual passage-paid leave, Car allowance.  
Applications should be sent with curriculum vitae to:  
**MINISTRY OF EDUCATION, CULTURAL DEPARTMENT,  
ABU DHABI, UNITED ARAB EMIRATES, P.O. BOX 295**  
N.B. Applications must reach the Ministry not later than the end of February, 1977.

## English Teachers in the Middle East

Gray Mackenzie and Co Ltd (a member of the Inchcape Group of Companies) are currently looking for two English Teachers to progress English language training for their local staff in Saudi Arabia.  
The appointments are on a bachelor basis with generous salaries and home leave, air-conditioned housing and food is provided.  
Please apply in writing with brief personal and career details to:—  
Personnel Manager, Inchcape Overseas Limited, 40 St. Mary Axe, London EC3A 8EU.

### Senior English Teacher

Responsible for the implementation and continuing development of English language training. Previous administrative experience essential. Age range 30-45.

### English Teacher

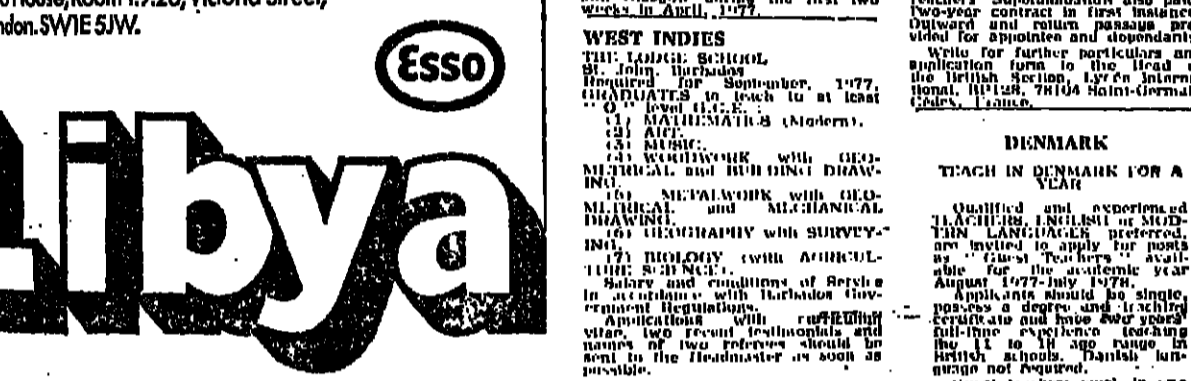
Assistant to the Senior English Teacher and instructing a range of classes of differing ability. Age range 25-40.



# English Language Teachers Libya

Applications are invited from qualified English language teachers prepared to teach basic and industrial English, to Libyan employees of Esso Standard Libya oil and gas installations in Libya.

You should possess a recognised professional qualification and have between three and five years post qualification experience in teaching English to foreigners. Experience in teaching Arab Nationals would be a distinct advantage, but knowledge of Arabic is not essential.  
The appointment which is regular and pensionable is on a 'teacher' basis but the employee will return to the U.K., at company expense, five times a year.  
An excellent overseas salary will be paid and comfortable living quarters and good recreation facilities are available.  
Please write initially with brief personal/career details, quoting reference OR/389 to:  
Mr W.J. Scully,  
Employee Relations Dept. (Overseas),  
Esso House, Room T.923, Victoria Street,  
London, SW1E 5JW.



## THE EUROPEAN SCHOOLS

BRUSSELS: Ucole, BRUSSELS: Woluwe, and MOL (In Belgium); LUXEMBOURG, KARLSRUHE (West Germany), BENGEN (North Holland) and ARBE (Italy).  
These schools cater primarily for children of people employed in institutions of the European Communities. They are day schools, age-range 4-13, with nursery, primary and secondary departments organised in up to a linguistic section. Pupils are taught partly in their own language, partly in languages of other EEC countries.  
The Department of Education and Science, the Welsh Education Office and the Department of Education for Northern Ireland, advise applications from experienced, qualified teachers for the following posts in the European Schools which are expected to arise in SEPTEMBER 1977.

### PRIMARY

LUXEMBOURG  
1—NURSERY teacher for children aged 4-6 in the English language section.  
KARLSRUHE  
1—ENGLISH as a FOREIGN LANGUAGE with some LATIN.  
1—MATHEMATICS with SCIENCE.  
1—MUSIC, a specialist capable of teaching throughout secondary age-range to pupils of several nationalities and able to take some classes in ENGLISH as a FOREIGN LANGUAGE. (The successful applicant will probably have a qualification in Music and a foreign language.)  
LUXEMBOURG  
1—MATHEMATICS to sixth form level with some PHYSICS.  
1—ECONOMICS to sixth form level.  
MOL  
1—ENGLISH MOTHER TONGUE, and HISTORY in English to pupils of various nationalities.  
1—PHYSICAL EDUCATION to boys of mixed nationalities aged 11-18.  
KARLSRUHE  
1—ENGLISH as a FOREIGN LANGUAGE with some HISTORY and/or GEOGRAPHY in English.

### SECONDARY

(to pupils in English language sections unless otherwise stated)  
BRUSSELS  
1—PHYSICS to sixth form level with some CHEMISTRY.  
1—ECONOMICS to sixth form level.  
BRUSSELS (Woluwe)  
This new school will have 3 years of secondary age pupils in 1977 and will grow progressively thereafter.  
Basic annual salary scales are in the range:

Primary	300,276 to 403,476 lo	BELGIAN FRANC	527,316
Secondary		BELGIAN FRANC	708,860

In addition, generous cost of living, residence and where appropriate head of household and children's allowances are available.  
Successful candidates will be appointed from 1 September 1977.  
A good working knowledge of at least one Community language in addition to English is essential and will be tested orally at interview.  
Application forms and further details are available from room 5/92, Department of Education and Science, Elizabeth House, York Road, London SE1, Tel. 01-926 3222, extension 3418 and 3208 for candidates living in England and Wales and room 503, Department of Education for Northern Ireland, Rathgael House, Ballinacorney Road, Bangor, Co. Down, Tel. Bangor 65311, extension 282 for candidates living in Northern Ireland.  
CLOSING DATE FOR RECEIPT OF COMPLETED APPLICATION FORMS IS 4 MARCH.  
Candidates who are selected for interview will be notified as long in advance as possible.  
A similar advertisement is being issued by the Scottish Education Department for candidates in Scotland to whom applications should be addressed.

## SCIA SERVICE CHILDRENS EDUCATION AUTHORITY DEPUTY DIRECTOR BRITISH FAMILIES' EDUCATION SERVICE (N.W. EUROPE) £6,423 x 3 — £8,984

Applications are invited for the above post which is based at H.D. SACR, Rheinfelden, Western Germany. The British Families' Education Service (N.W. Europe) is responsible for the day-to-day administration of 102 schools (comprehensive, 1 middle and 86 primary and 13 special schools) located in Germany. The Low Countries, Scandinavia and Sardinia. The schools provide educational facilities for the children of Service personnel and Ministry of Defence civilians stationed temporarily overseas. The successful applicant should be a graduate with a professional teaching qualification and have had administrative experience at a senior level. A working knowledge of German is essential. The post is of a senior level and will be for a three year period but may be renewed by mutual agreement. In addition to the above salary a Supplement of £312 and a London Allowance of £426 is paid. Official accommodation is provided rent free. The appointment is supernumerary under the Teachers' Superannuation Act.  
Application forms and further details may be obtained from the Ministry of Defence, (M/54) (L), Room 339 Leam House, Thorpe Road, London W8 4TT or from the Director, British Families' Education Service, 117, Dover Street, London W1A 0AE. Tel. 01-242 2982/5.  
Interviews will be held on 15 September 1977 and will be for a three year period but may be renewed by mutual agreement. In addition to the above salary a Supplement of £312 and a London Allowance of £426 is paid. Official accommodation is provided rent free. The appointment is supernumerary under the Teachers' Superannuation Act.

## THE ENGLISH INSTITUTE NICOSIA, CYPRUS (associated with the English School)

The Institute has about 1,800 students, ranging from Primary School age to adult; English Courses range from 'beginners' to GCE O-Level. The average class-size is about 15 students. Classes are held in the afternoon, October to June.  
Applications are invited for the following posts for September, 1977:  
**HEAD of the ENGLISH DEPARTMENT**  
To be responsible for all aspects of English Language teaching, including planning, supervision and guidance of teachers, allocation of students to classes, examinations, organization of in-school activities, etc. To teach up to 10 lessons per week. There will be about 10 full-time and 10 part-time teachers in the Department.

## TEACHERS of ENGLISH as a FOREIGN LANGUAGE

To teach up to 20 hours per week and to co-operate with the Head of Department, in all aspects of teaching, examining, planning, etc. Attendance at in-service seminars is required.  
Salary (including all allowances):  
Head of Department: £2,230 (£4,555) to £4,110 (£8,795).  
Graduate Teacher: £2,065 (£2,880) to £2,865 (£4,040).  
Non Graduate Teacher: £1,630 (£2,300) to £2,345 (£3,305).  
(The Sterling equivalents are as at 15th January, 1977.)  
Initially, one-year Contract; air fare and baggage allowance; medical scheme.  
Applications, giving detailed curriculum vitae, enclosing recent photographs (two) and references (two of whom must be the applicant's present or latest Head Teacher), should be received by the Headmaster, the English School, Nicosia, Cyprus, not later than Friday, February 18. Interviews in London early March.

## THE CENTRE FOR BRITISH TEACHERS LIMITED

### GERMANY

The Ministry of Education of Nordrhein-Westfalen, Niedersachsen and Bremen/Bremerhaven require British teachers for the academic year 1977/78 to teach English in secondary schools and Further Education establishments.  
**Qualifications**  
Applicants must possess a University degree, a teaching qualification, teaching experience and a good knowledge of spoken German.  
**Salary**  
£380-485 per month paid in German Marks. Entry point depends on number of years previous full-time experience. An allowance of £88 per month is paid to married dependent child;  
(DM 4.5 equals £1)  
Salaries are free of German and British income tax for periods of 12 months and upwards.  
**Contract**  
Contracts are for one calendar year from August to exact starting dates very according to State).  
**Teaching Load**  
20-25 45-minute class periods a week depending on State and school type. Classes usually take place in the mornings only.  
**Travel**  
Fares to and from Germany at the beginning and end of the contract for teachers and their families are paid by the Centre. Arrangements are made for the transportation of heavy baggage.  
**National Insurance and Superannuation**  
The employers contribution to the British National Insurance scheme and Superannuation (where applicable) will be paid by the Centre.  
**Preparation**  
Teachers appointed are given detailed information about life and work in Germany. Briefings are held from April until June in Britain and Orientation Courses in Germany immediately before teachers go into their schools.  
**Resettlement**  
The Centre's Resettlement Department gives advice to teachers returning to teach or study in Britain after service in Germany.  
**Recognition of Service**  
Service with the Centre in Germany is recognized by the British Education Authorities as full teaching service for incremental purposes on return to the United Kingdom.

For details and application forms: The Centre for British Teachers Limited (72), Quality House, Quality Court, Chancery Lane, London WC2A 1HP. Tel.: 01-242 2982/5.

COUNTY OF AVON Education Service

ADVISER English, Drama and Multi-Cultural Education

Salary scale: Barnham Head Teachers Group 9 (0-4) £6,900-£7,500 plus £312 p.a. Supplement. Applicants should have considerable teaching experience in primary and/or secondary schools or colleges and recognised expertise in at least one of the areas of the curriculum to which the post relates.

ilea INNER LONDON EDUCATION AUTHORITY

Youth Officers

Salary Scale: £4,702-£5,677 (Inclusive of all allowances) The London Youth Service is part of the Community Education and Careers Branch dealing with many of the problems affecting young people in inner London.

Details and application forms from the Education Officer (EO/Esab 2A/1), Addington Street Annex, The County Hall, London SE1 7PB.

SHROPSHIRE GENERAL ADVISER: Co-ordinator of In-Service Training

A vacancy exists in the Advisory Team for an experienced teacher to assist in the development of work in Shropshire Schools through the medium of In-Service Training.

County Council of Salop

Chief Administrative Officer

RICHMOND ADULT COLLEGE Salary £5,280-£5,589 p.a. Inclusive of London Weighting and Pay Supplement. Applications are invited from people with relevant qualifications and experience, including knowledge of, or interest in, the education of adults.

London Borough of RICHMOND UPON THAMES

OVERSEAS Appointments continued

AFRICA: 1 FACILITIES: All subjects urgently required in various positions throughout Africa. We require teachers, lecturers, librarians, etc. for our various posts. For full details of posts for appointment to I.A.C. apply to the Overseas Development Office, Room 301, Eland House, Stag Place, London SW1E 5DP.

SPAIN: 1 ADULT EDUCATION OFFICER: To be based in the Basque Country. The post involves the coordination of adult education activities in the region. The post holder will be responsible for the organization and supervision of courses, clubs, and other educational activities. For details of the post and conditions of appointment, please apply to the British Council, Education Section, 11, St. James's Place, London SW1A 1DJ.

INDONESIA: 1 EDUCATION OFFICER: To be based in Jakarta. The post involves the coordination of educational activities in the region. The post holder will be responsible for the organization and supervision of courses, clubs, and other educational activities. For details of the post and conditions of appointment, please apply to the British Council, Education Section, 11, St. James's Place, London SW1A 1DJ.

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INTERNATIONAL HOUSE - ENGLISH-INTERNATIONAL CAREERS IN T.E.F.L.

English International is a world-wide association of schools specialising in teaching English as a foreign language. Its teachers include representatives from the British Council, English by Radio and Television, English Speaking Unit, I.L.E.A.

Management Trainer

The John Lewis Partnership with a turnover of more than £300 million and employing 22,000 staff is primarily engaged in shop-keeping, with 17 department stores throughout the country and an expanding group of supermarkets, trading in the South and Midlands under the name of Waitrose.

Salary is negotiable with good working conditions and benefits, and opportunities for career development. Please write or telephone for an application form to: Central Department of Personnel, John Lewis Partnership, Oxford Street, London W1A 1EX.

OVERSEAS DEVELOPMENT KNOW-HOW: vital to developing countries

Electronics Adviser Mexico

To advise counterpart Heads of Department on Curriculum Development Laboratory and Workshops Reorganisation. Applicants aged 35-55 years should have Technical College experience in light current electrical engineering technician training and qualifications acceptable for registration as Technician Engineer in U.K.

Appointments Officer, MINISTRY OF OVERSEAS DEVELOPMENT, Room 301, Eland House, Stag Place, London SW1E 5DP. HELPING NATIONS HELP THEMSELVES

ADMINISTRATION Local Education Authority continued

TAUNTON REGIONAL COUNCIL: CAREERS OFFICER: To be based in Taunton. The post involves the coordination of careers activities in the region. The post holder will be responsible for the organization and supervision of careers advice, guidance, and training. For details of the post and conditions of appointment, please apply to the Local Education Authority, Taunton.

NACRO TRAINING ORGANISERS Three New Posts to start April 1977

To organise regional and national training programme for staff of projects (mainly residential) for offenders and other homeless single people in need of support. One organiser based in London, one Bath, one Manchester. Car driver essential.

ESSEX COUNTY COUNCIL

Educational Psychologists

(1) EDUCATION DEPARTMENT COLCHESTER CHILD GUIDANCE CLINIC: Candidates must have an honours degree in Psychology, teaching experience and appropriate post-graduate training. The successful applicant will work as one of a team of four psychologists in the North Essex Education area (school pop: approx. 41,000).

(2) EDUCATION/SOCIAL SERVICE DEPARTMENTS: BOYLES COURT OBSERVATION AND ASSESSMENT CENTRE (Boys) Mr. Brentwood NEWPORT HOUSE OBSERVATION AND ASSESSMENT CENTRE (Girls) Chelmsford. Applications are invited from suitably qualified Educational Psychologists possessing an Honours Degree in Psychology, teaching experience and a post graduate qualification in Educational Psychology.

General

LONDON, W6 OFF: EDUCATION OFFICER: To be based in London. The post involves the coordination of educational activities in the region. The post holder will be responsible for the organization and supervision of courses, clubs, and other educational activities. For details of the post and conditions of appointment, please apply to the Education Office, London.

MANCHESTER: The Education Officer (EO) is invited to apply for the post of Education Officer. The post involves the coordination of educational activities in the region. The post holder will be responsible for the organization and supervision of courses, clubs, and other educational activities. For details of the post and conditions of appointment, please apply to the Education Office, Manchester.

SUPPLY: The Education Officer (EO) is invited to apply for the post of Supply Officer. The post involves the coordination of supply activities in the region. The post holder will be responsible for the organization and supervision of supply activities. For details of the post and conditions of appointment, please apply to the Education Office, London.

THE CHURCH IN WALES: PROVINCIAL CHURCH: The Provincial Church in Wales is seeking applications for the post of Provincial Church Officer. The post involves the coordination of church activities in the region. The post holder will be responsible for the organization and supervision of church activities. For details of the post and conditions of appointment, please apply to the Provincial Church Office, London.

Child Care: The Education Officer (EO) is invited to apply for the post of Child Care Officer. The post involves the coordination of child care activities in the region. The post holder will be responsible for the organization and supervision of child care activities. For details of the post and conditions of appointment, please apply to the Child Care Office, London.

OXFORDSHIRE: The Education Officer (EO) is invited to apply for the post of Oxfordshire Education Officer. The post involves the coordination of educational activities in the region. The post holder will be responsible for the organization and supervision of courses, clubs, and other educational activities. For details of the post and conditions of appointment, please apply to the Education Office, Oxford.

Educational Psychologists: The Education Officer (EO) is invited to apply for the post of Educational Psychologist. The post involves the coordination of educational psychology activities in the region. The post holder will be responsible for the organization and supervision of educational psychology activities. For details of the post and conditions of appointment, please apply to the Education Office, London.

WILTSHIRE: The Education Officer (EO) is invited to apply for the post of Wiltshire Education Officer. The post involves the coordination of educational activities in the region. The post holder will be responsible for the organization and supervision of courses, clubs, and other educational activities. For details of the post and conditions of appointment, please apply to the Education Office, London.

WILTSHIRE: The Education Officer (EO) is invited to apply for the post of Wiltshire Education Officer. The post involves the coordination of educational activities in the region. The post holder will be responsible for the organization and supervision of courses, clubs, and other educational activities. For details of the post and conditions of appointment, please apply to the Education Office, London.

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WILTSHIRE: The Education Officer (EO) is invited to apply for the post of Wiltshire Education Officer. The post involves the coordination of educational activities in the region. The post holder will be responsible for the organization and supervision of courses, clubs, and other educational activities. For details of the post and conditions of appointment, please apply to the Education Office, London.

SENIOR HOUSEPARENT

required at senior girls' community school seven miles from Bath, to take charge, with the support of assistant staff, of a group of 'senior girls'. Work entails general supervision of the girls during leisure-time, counselling, and oversight of the girls' general welfare. Qualifications or experience in child care, teaching, nursing or social work essential, plus a genuine interest in the problems of adolescents. N.J.C. salary scales payable, the actual rate being dependent upon qualifications and experience.

Gwent County Council Education Department

Area Educational Psychologist

Applications are invited for an Area Educational Psychologist. Applicants should hold an honours degree in Psychology (or equivalent), have had post graduate training and teaching experience. Salary in the range of Southbury Scale, H.T. Group 6/7 (£6,051-£6,860 per annum plus £312 supplement).

Consumer Education Officer

Salary negotiable to £4,321 p.a. (Inc. £517 supp.) BSI is looking for a Consumer Education Officer to be responsible for the initiation, development and promotion of BSI's consumer education programme.

Technical Education Officer

Salary negotiable to £4,321 p.a. (Inc. £517 supp.) BSI is looking for a Technical Education Officer to initiate a new programme of work to promote a knowledge of study in Technical Education.

Miss C. Doyle, Personnel Officer, British Standards Institution, 2 Park Street, London W1A 2BS. British Standards Institution

Miscellaneous

SUSSEX... English as a Foreign Language

English as a Foreign Language

KIN'S SCHOOL OF ENGLISH

English as a Foreign Language... Kin's School of English

ENGLISH TEACHERS... English as a Foreign Language

APPOINTMENTS WANTED... English as a Foreign Language

INTERNATIONAL VOLUNTARY SERVICE

INTERNATIONAL VOLUNTARY SERVICE... Various international programs

KENT

KENT... Various educational services in Kent

NEWHAM

NEWHAM... Various educational services in Newham

R.S.A. CERTIFICATE IN

R.S.A. CERTIFICATE IN... Various educational services

SCARBOROUGH

SCARBOROUGH... Various educational services in Scarborough

SUSSEX

SUSSEX... Various educational services in Sussex

LONDON

LONDON... Various educational services in London

NORTH YORKSHIRE

NORTH YORKSHIRE... Various educational services in North Yorkshire

TEACHERS OF ENGLISH

TEACHERS OF ENGLISH... Various educational services

THE I.D.F. ADVENTURE CENTRE

THE I.D.F. ADVENTURE CENTRE... Various educational services

ART TEACHER

ART TEACHER... Job advertisement for an art teacher

EXPERIENCED GRADUATE

EXPERIENCED GRADUATE... Job advertisement for an experienced graduate

FRENCH/GERMAN

FRENCH/GERMAN... Job advertisement for a French/German teacher

GRADUATE

GRADUATE... Job advertisement for a graduate

TEFL COURSE

TEFL COURSE... Job advertisement for a TEFL course

ARCHAEOLOGY FOR SCHOOLS

ARCHAEOLOGY FOR SCHOOLS... Job advertisement for an archaeology program

FIELD STUDIES

FIELD STUDIES... Job advertisement for a field studies program

MINISTERS AND SENIORS

MINISTERS AND SENIORS... Job advertisement for ministers and seniors

SUMMER COURSE

SUMMER COURSE... Job advertisement for a summer course

SUSSEX

SUSSEX... Job advertisement for a Sussex course

LONDON

LONDON... Job advertisement for a London course

NORTH YORKSHIRE

NORTH YORKSHIRE... Job advertisement for a North Yorkshire course

TEACHERS OF ENGLISH

TEACHERS OF ENGLISH... Job advertisement for teachers of English

THE I.D.F. ADVENTURE CENTRE

THE I.D.F. ADVENTURE CENTRE... Job advertisement for an adventure center

TEACHERS OF ENGLISH

TEACHERS OF ENGLISH... Job advertisement for teachers of English

TEACHERS OF ENGLISH

TEACHERS OF ENGLISH... Job advertisement for teachers of English

TEACHERS OF ENGLISH

TEACHERS OF ENGLISH... Job advertisement for teachers of English

OXFORD... Educational services in Oxford

BEDFORD SCHOOL... Bedford School advertisement

OXFORDSHIRE... Educational services in Oxfordshire

FRANK... Job advertisement for a person named Frank

PNU... Job advertisement for PNU

RIDGE POTTERY... Job advertisement for Ridge Pottery

THE JOHN SULLY... Job advertisement for The John Sully

FRENCH MIGHTS... Job advertisement for French Mights

THE 1977 THALATTA... Job advertisement for The 1977 Thalatta

TEFL COURSE... Job advertisement for a TEFL course

ARCHAEOLOGY FOR SCHOOLS... Job advertisement for an archaeology program

FIELD STUDIES... Job advertisement for a field studies program

MINISTERS AND SENIORS... Job advertisement for ministers and seniors

SUMMER COURSE... Job advertisement for a summer course

SUSSEX... Job advertisement for a Sussex course

LONDON... Job advertisement for a London course

NORTH YORKSHIRE... Job advertisement for a North Yorkshire course

TEACHERS OF ENGLISH... Job advertisement for teachers of English

TEACHERS OF ENGLISH... Job advertisement for teachers of English

AWARDS AND SCHOLARSHIPS... Various awards and scholarships

OXFORD COLLEGE... Oxford College advertisement

BEDFORD SCHOOL... Bedford School advertisement

OXFORDSHIRE... Educational services in Oxfordshire

FRANK... Job advertisement for a person named Frank

PNU... Job advertisement for PNU

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THE JOHN SULLY... Job advertisement for The John Sully

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MINISTERS AND SENIORS... Job advertisement for ministers and seniors

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SUSSEX... Job advertisement for a Sussex course

LONDON... Job advertisement for a London course

NORTH YORKSHIRE... Job advertisement for a North Yorkshire course

TEACHERS OF ENGLISH... Job advertisement for teachers of English

WALKS... Job advertisement for a walks program

YORK... Job advertisement for a York program

100% MORTGAGES... Job advertisement for 100% mortgages

DIARIES... Job advertisement for diaries

EDUCATIONAL CASEBOOKS... Job advertisement for educational casebooks

SILVER... Job advertisement for silver

UP TO 25 PER CENT DISCOUNT... Job advertisement for a discount

EXCHANGE... Job advertisement for an exchange

FOR PERSONAL TUITION... Job advertisement for personal tuition

CAVALIER... Job advertisement for a cavalier

ARCHAEOLOGY... Job advertisement for archaeology

ANTHUS VENTURE CENTRE... Job advertisement for an anthus venture centre

CHILDREN'S... Job advertisement for children's services

CANAL CRUISES... Job advertisement for canal cruises

ATTENTION GROUP... Job advertisement for an attention group

PERSONAL LOANS... Job advertisement for personal loans

EMIGRATE WITH... Job advertisement for emigrating

ENDOWMENT MORTGAGES... Job advertisement for endowment mortgages

FOR LOANS AND MORTGAGES... Job advertisement for loans and mortgages

PERSONAL ANNOUNCEMENTS... Personal announcements

PERSONAL LOANS... Personal loans advertisement

TEACHERS... Job advertisement for teachers

100% MORTGAGES... Job advertisement for 100% mortgages

DIARIES... Job advertisement for diaries

EDUCATIONAL CASEBOOKS... Job advertisement for educational casebooks

SILVER... Job advertisement for silver

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ATTENTION GROUP... Job advertisement for an attention group

PERSONAL LOANS... Job advertisement for personal loans

EMIGRATE WITH... Job advertisement for emigrating

ENDOWMENT MORTGAGES... Job advertisement for endowment mortgages

INTERNATIONAL LANGUAGE CLUB... International language club

PARIS BUDGET BREAKS... Paris budget breaks

TEACHERS' WORLD TRAVEL... Teachers' world travel

WEST WALES... West Wales advertisement

ELITE NIGHT... Elite Night advertisement

HOME EXCHANGE HOLIDAYS... Home exchange holidays

SPAIN AND ITALY... Spain and Italy advertisement

UP TO 25 PER CENT DISCOUNT... Job advertisement for a discount

EXCHANGE... Job advertisement for an exchange

FOR PERSONAL TUITION... Job advertisement for personal tuition

CAVALIER... Job advertisement for a cavalier

ARCHAEOLOGY... Job advertisement for archaeology

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## Activists and others

Heather Neill on theatre and education

While the fate of the Royal Court is discussed in the Press and behind the scenes, the Young People's Theatre Scheme there seems to be flourishing unperturbed. "The Activists" is the name of a new club (membership £1.50 per annum) set up under the scheme for anyone between 18 and 23 who wants to act, direct, write or learn about "theatre arts". A production of Paul Foster's *Tom Paine* in December was their first public showing.

The director, Gerald Chapman, placed the audience on two sides of an oblong seating area in the Theatre Upstairs, opposite ends of the room being designated Great Britain and America or Great Britain and Franco who sit with the use of banners or papier mache masks. In a shape like this where no individual is an unwelcome intruder, the crowd came off especially well, hissing, clapping, changing into waves, gas, soaks, bears. There were some good individual performances, notably Rupert Hind as Paine, but the scrupulous discipline and unwavering concentration (the whole cast was in view throughout) were the most memorable qualities of the Activists as a company. Details of membership from Gerald Chapman, director of YPTS (01-730 5174).

The next two YPTS events (not by the Activists) are a play about unemployment, *Short Sleeves in the Summer*, which is suitable for fourth, fifth and sixth years (February 11 to March 5) and the controversial *Everyone Different*, for sixth and seventh years, which deals with questions of race and homosexuality (February 21 to 25).

Birmingham Youth Theatre's next production, another play by Nicholas Braham, is *1940* and compares the experiences of a group of Birmingham evacuees, and four deserters. Brum Studio, March 2 to 12 (021-743 4429).

Harlow TIE team's two-part programme for eight to 12s about pollution, *Rare Earth* (originally developed by the Belgrade team, Coventry) is available from February 9 (Harlow 415179). Roger Parsley can be contacted on the same number for information about the Essex County Drama Association's "Environmental Festival Playhouse, April 11 where various drama groups may show, non-competitively, both finished productions and work in progress.

*Marches from Jarrow to Cables Street* is a two-part programme devised by the Cockpit TIE team and directed by Chris Baines, with two education students in London from February 1 to March 21 (01-262 7907). A theatre documentary will be backed up by a day's practical work and discussion at the Cockpit. South of the river, the Bowspirits at Greenwich present *Dole - a view of the unemployment scandal*, a touring community show (01-854 1316). From February 7 to March 25 they play *Joprides*, a play for mid-secondary groups "on the subject of a siege situation".

At the same time, the latest project at the Curtain Theatre, a programme for fourth and fifth years until February 11 (01-247 6788). There are numerous other activities, including workshops of all kinds for children and teachers at all these centres this term.

Theatromobile, the touring theatre company in the Mid-Pennine area, are setting up a puppet project designed for four-to-every-10s. Most of the material for it will come from the children themselves. (Burnley 29513.)

A photographic record of some of the Royal Shakespeare Company's most famous productions, including Peter Brook's version of *A Midsummer Night's Dream*, is available for the asking. Photographs dating from the early 60s, some in colour, are cluttering up the storage space at the Aldwych. Anyone interested should contact Meryl Robertson on 01-375 6721.

Melanistic Pam Schweitzer reports on the work of a new company: Monstrous Regiment are a company well worth watching on their high-speed tour of the country in February and March. Both of their current theatre pieces offer a feminist interpretation of historical events, and invite audiences to relate the lessons of history to their own experience today. *Scam*, written by the company and Claire Lockham, looks at the crucial role of women in the Paris Commune of 1871, and demonstrates forcibly how political upheaval heightens women's awareness of their social and economic status. *Vegetar, Tom*, by Caryl Churchill, recreates in blood-curdling detail a seventeenth-century village, where the term "witch" had become a convenient and lethal label to describe and demolish any woman showing enough spirit to depart from a malely specified norm. The plays are strong meat; ideal discussion stimulus for sixth-formers and students. Ring 01-359 7027 for details of performances in London, Brighton, Stoke, Bristol, Lancashire, Birmingham, Bracknell and the East Midlands.

John Peter reviews 'Separate Tables'

I belong to the generation that just missed Terence Rattigan the first time round, and I came to *Separate Tables* (Apollo) with trepidation. These two one-act plays are not really plays for our time; but the more I think about them the less I think they were quite for their own time either.

I mean this as a compliment. Rattigan has a tone of sturdy sentimentality which, on the face of it, makes him the ideal story teller for an era like the fifties, thrusting confidently into prosperity. His heroes are battered by misfortune and self-inflicted misery, but in the end they stand up for themselves; the doomed couple try again; poor victimized Major Pollock flings a challenge to his bigoted pursuer which is both timid and plucky.

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From both points of view the second play is better than the first. Rattigan's portrait of people crippled by loneliness and loneliness has something of the young Tennessee Williams's unsparring intensity. The ending, too, is more convincing: the two main characters face each other more in mutual, clear-eyed despair rather than in articulate defiance.

John Mills and Jill Bennett both play parts that one does not normally associate with them. Mr Mills, whom most critics expect only to be able to play upright, amiably dim military gentlemen, turns in an expert performance: in the first play both devious and stricken, like a twisted tree; in the second, a grimly moving and hideously accurate portrait of a sad, squalid little failure—a portrait moving because it lacks all self-pity. Miss Bennett is at her very best in the second play: I shall long remember the gauche intensity of her scrupulously muted acting. Michael Blakemore's direction, too, gets its best effect from a refusal to go poppy. Perhaps the most crucial performance comes from Zena Walker as Miss Cooper, the manageress, who represents reason and warm humanity. That, as everyone knows, is a tall order, representative of reason and warm humanity being usually very different people. But anyone watching Mrs Walker can find out what a first-rate actress can do with such a part by dint of sensitivity and sheer theatrical intelligence.

## Foreground focus

Dick Wilcocks on 'The Wedding Feast'

Arnold Wesker's *The Wedding Feast* had its British premiere last week at the Leeds Playhouse, nearly two years after it was first produced in Sweden. Adapted freely from a short story by Dostoevsky, the three-act play is centred on Louis Litvanov, son of a poor Jewish cobbler in London's East End, now a heavily paternalistic employer, near Norwich. He is very rich and lives in a mansion.

Once upon a time, he was a messenger boy during clashes with the Blackshirts. Now, he assuages feelings of guilt by giving his ungrateful employees lavish parties and benefits and by suffering the cynical remarks of his Marxist secretary with resignation. He would like to be seen as a firm but very kind friend of the poor.

Uninvited, he arrives at an employee's wedding celebrations. Here, his attempts to ingratiate himself with the working class he left so long ago come to grief. The invited guests treat him with deference at first, but their latent hostility emerges with progressive inbrination. "Mr Lift Off" is humiliated as, blundered and fondly smiling, he stumbles about, surrounded by shoe-wielding workers, in a party game which finally turns nasty.

David Swift made a credibly pathetic Litvanov. David Troughton was a beautifully clumsy groom and Flora Walker an appropriately efficient and disillusioned secretary.

The first-night audience appeared sympathetic towards the character of Litvanov, who stood paled and honest before them. Judging from reactions during the performance and later comments it appears that many regarded him as a pathetic figure but, likeable martyr, ironically brought low by his own boundless love and generosity, and prejudiced by ignorance and sin.

Litvanov says at the end, confirming his Jewishness: "That's the way it's got to be", and to many this could well appear to be the attitude of the author; arguments in the play distinguishing between worker control and worker patron are brief, drunken and easily ignored as background noise. The foreground is for Litvanov.

By exercising his "deep sympathy for all humanity" (as the programme puts it), and turning the spotlight on a very human liberal capitalist who also has the theatrical contrives to make all the other characters, their attitudes and opinions, seem pale in comparison; the result is that his (presumably socialist) viewpoint is obscured.

## Sugar and spice and communication

Colin Mares on 'Wordpower'

*Wordpower* is a new BBC series of programmes designed to give students of all ages more confidence and self-expression by increasing their awareness of how communication works.

There are three transmissions a week (Mondays 19.05 BBC2, Tuesdays 13.00 BBC2, Sundays, 11.00 BBC1). Though offered primarily for the home learner the series is also intended for use in colleges and evening classes as well as being used in correspondence courses. The tutor's notes are available and the general correspondence course text can be used separately.

The presentation includes the use of audio sketches, unscripted film of students communicating and facing to communicate and extracts from radio, television and newspaper texts. The effort and dedication which has gone into the series is laudable but it seems that too much attention has been given to unnecessary sugar and spice.

The general tone suggests that well-motivated producers are not clearly identified the potential students and their specific needs. Judging by the first two programmes the support material the series is unlikely to achieve more than an average grading from students or teachers.

The programme one, dealing mainly with accents, dialects and basic differences between spoken and written English, ended with contributions from members of an adult class. It was interesting that these final, unscripted comments put over some points more effectively than the dramatized sections of the programme.

In programme two a secretary of considerable ability and intelligence was chosen as the subject of interview analysis. If students are asked to identify with someone of this calibre they are unlikely to be impressed by a simplistic approach.

BBC

## Grandmasters' alternatives

Lion Arden on chess

Professional chess is made into a spectator sport? The interest is now and even the money (the Phillips and now offered \$4m for Fischer vs Karpov match). But a different method of presentation may be preferred.

In a tournament, the public is allowed to get close to the tables, the players are disturbed by the noise. If the public is kept well enough away, then all they can see through the glass, if there is any, hanging above each game, is the latest position of the pieces. Match play is easier to watch because there are two complete instead of a possible 20, as in tournament play (the tournament has a final challenger to the champ).

When chess fever, due to the World New York television coverage, has passed, what can be done to attract the general public? The idea of a one-half hour television coverage in which expert on hand to analyze the game with, yes, a wall board, and a few pieces of paper and a few people sitting in the audience, is a good one. It is a new dimension though not exactly new, made possible by television, and can be recorded and shown on TV. It is a good idea. "Ouch", or looking on beyond defeat. "What will the kids say at school?"

The real question is whether the BBC will repeat such experiments to give the public time to develop a taste for spectator chess.

The points made in each programme are amplified in the correspondence course accompanying the series. *Going to Work* (Mondays 15.40, Tuesdays 11.18) was a play—a series of dramatized scenes—about the money young people earn and where it goes.

The opening scene lured ill. A young mill worker, collecting his wages, is amused by all the official stoppages and questions an older worker, who launches into a trite lecture about the uses of National Insurance.

The rest of the programme improved considerably, to the credit of its scriptwriter, Barry Tank, former co-writer of *Rambling in the Horns* and BBC comedy executive. It is now consolidating the reputation he launched with the adult literary series, *On the Move*, for conveying information lightly through acceptable comic stere-

type and witty, convincing dialogue. The basic facts of National Insurance and income tax were illustrated with clips from silent film comedies. Conversations with older workers, the young man and a girl seeking her first job, aired some prejudices about earnings.

The girl, attracted by the large pay packets offered by London, is reminded that the extra money is offset by higher living costs. The lad is unhappy about some of the purposes to which the government will put his money.

The programme concludes with an older worker's advice that the important point about money is not how much you earn or how you earn it but what you do with it. That it is open to discussion and this programme should stimulate it by raising basic questions.

John Grozny

Tony Miles, the new and only British grandmaster, are four British or international masters, plus Jana Hristova, the best British woman player and two young phenomena, Nigel Short, perhaps the best 11-year-old player of all time and Julian Hodgson, age 13.

The games are filmed so that we can see the opponents in action. Afterwards each player records briefly his thoughts during the battle so that they can be played back during the broadcast. The moves, throughout, are printed on the screens for those who wish to follow the game afterward. A commentator can give instant analysis by using the inevitable wall board—but one with a difference. It is electric, the moves are made effortlessly and, best of all, threats and opportunities are indicated clearly and at once by the fact that the borders of any of the 64 squares can be lit up to indicate a piece under discussion or the spot to which that piece may be moving.

The beauty of this method is that a game of any length in moves can be reduced to a half-hour television showing. The remarks of the players during the game give a new dimension though not exactly new, made possible by television, and can be recorded and shown on TV. It is a good idea. "Ouch", or looking on beyond defeat. "What will the kids say at school?"

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## Practical examination

Christopher Griffin-Beale on 'Parents Day'

As its title neatly suggests, *Parents Day* now in its second series (Granada 12.30, Thursdays) addresses its treatment of education directly to parents—in contrast with many other programmes about education.

This narrower focus gives *Parents Day* a valuable identification with its audience. At its best the series, under the quiet chairmanship of Barry Turner, cuts through the complexities of schools to explain the practical details of children's education while avoiding theoretical issues (currently under discussion on BBC 1's *Education Debate* series) and the political controversies which tend to dominate current affairs programmes.

A recent programme on "The Comprehensive School" ignored other kinds of secondary schools and concerned about selection, and argued at length about the kind of education that 75 per cent of secondary children now receive.

The obvious questions about school size were put to Manchester's chief education officer, Mr Dudley Pisko and in Professor Robin Pedley and there was a film report on a school which had been visited by a parent.

True to its consumer orientation the programme featured two members of the parents' association and

talked to the real consumers, the pupils. Though the programme succeeded in explaining streaming, setting, banding and other aspects of comprehensive organization, its tone was a little too diffuse to be ultimately satisfying.

The subsequent programme, "An Examination of Examinations", more successfully concentrated on a single topic. It opened with a clip from the film *Young Winston*, recreating the young Churchill's inauspicious descent into the "inhospitable region of examinations".

The programme explained the basic differences between GCE and CSE and between the different CSE modes, and finally Mr Adam Hopkins, education correspondent of the *Sunday Times*, answered viewers' queries about parental involvement in crucial decisions about their children's examinations: taking an interest in the choice of subjects at 14 plus to ensure important options are not irrevocably lost, what to do if a subject which attracts the child is not offered by the school, and how to appeal against an examination result which appears to be unfair.

It is this sort of approach, organized around specific and representative parental questions, that *Parents Day* should continue to pursue.

The tutor's notes (15 available now; 6.10 in February) are designed for adult education classes. They summarize the main points of each programme and suggest discussion topics and class activities. Most experienced tutors will already have material of similar and probably more inspired content but any tutor needing a ready-made package will find the suggestions useful.

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## Briefings

Radio and tv

Further Education  
*Other People's Children* (Sunday 13.25, Tuesday 10.45, Thursday 10.45 BBC 1)

For childminders to stay on the right side of the law, they have to register with their local authority. *In and Out of School* (Monday 19.00 Radio 3)

A programme on identifying and assessing children's difficulties, with advice on exams and homework. *Wordpower* (Monday 19.05 BBC 2)

A market salesman is compared with an advertising executive. *The Education Debate* (Tuesday 23.15 approx BBC 1)

Stuart MacLure, editor of the *TES*, defends the views he put forward this week on methods of grouping in secondary schools. Anne Jones and Harry Kee challenge him.

## For schools

*Finding Out* (Monday 9.30, Wednesday 11.00; ITV)

A programme for seven to eight-year-olds on some important discoveries of the past. *Exploration Earth* (Monday 14.00; VHF 4)

Ten to 12-year-olds begin a three-week study of Australia. *Out of the Past* (Tuesday 9.38; BBC 1)

This term's theme "Mills and Machines" introduces nine to 13-year-olds to Dale—the mill owner. *Facts for Life* (Tuesday 9.47, Thursday 9.42; ITV)

"Family Matters" is a series of programmes for the over 15s dealing with the first two years of life. *French Studies* (Tuesday 10.43; ITV)

A two-part series for 12 to 15-year-olds concludes the unit "Comment D'on?" *Ruigion and Life* (Tuesday 11.40; VHF 4)

A study of Ralph Vaughan Williams presented by John Stockbridge using extracts from his music. *Countdown* (Thursday 10.03; BBC 1)

"What's in a number?" is aimed at helping 10 to 16-year-olds understand why certain numbers have mythical or magical properties. *The Land* (Wednesday 11.39, Friday 10.30; ITV)

For O level students, this programme is concerned mainly with the chalky coenoceros around Lewes, Nowhen and Eastbourne. *Books, Plays, Poems* (Wednesday 14.20; VHF 4)

Ray Weldon describes her trilogy of plays presented here. *Good Heavens* (Friday 11.13; ITV)

Eight to 12-year-olds see how bones and muscles move in exercise.

John Grozny

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Radio

## A hero of our time

Nicolas Walter

*The Atomic Spy*, BBC Radio 4, January 20, 8.00 pm, January 21, 11.05 am.

The heroes of one age are the villains of another—and vice versa. The atomic spies of the 1940s, who once seemed to be evil men, will one day seem to be good men who took actions which were dangerous to themselves in order to share secrets which were dangerous to the world, and who saved us all by making sure that the military advantage of nuclear weapons was not confined to a single power.

The time for the new point of view has possibly not yet come, but the time for the old point of view has surely passed. The most serious fault of Norman Moss's documentary programme on Klaus Fuchs (Radio 4, January 20 and 21) was that it ignored the passage of time since his arrest in 1950. Moss said that Fuchs's story is "an important part of contemporary history", but forgot that the perspective of history changes over a quarter of a century. There was some discussion of the

problems of "conscience and duty", but it went no farther than it did at the time.

Fuchs was not just a spy. From a legal point of view, of course, he broke his oath of allegiance on taking British nationality and his oath of secrecy on undertaking confidential work for the British Government, so he deserved his sentence of 14 years' imprisonment for passing details of Anglo-American nuclear research to Russian agents.

From a wider point of view, however, he was both a German refugee and a Communist activist—the usual demands of loyalty and obedience meant less to him than to most of his colleagues. This cannot excuse Fuchs; but history is concerned not to excuse but to explain, and Moss failed to explain the case of Fuchs in particular or the phenomenon of the atomic spies in general.

The most obvious fault of the programme was that it gave too little new information for those who already know the story and too little old information for those who do not. There should have been more emphasis on Fuchs's personal and political background, and on the wider background of the Cold

War. As well as interviews with people who worked with or against him during the 1940s, there should have been interviews with people who knew him before or after that period. Even the most interesting scientific colleague said he had "absolute integrity" and a security officer said he was "too good to be true"; an impartial listener was more likely to feel that he had almost absolute disintegrity, and that he was really too good to be good.

Fuchs was an ideal type of his time, and his story should illuminate that time. The one thing for which he was never forgiven was his insistence on exercising his private judgment against the demands of Nazism and Communism. East and West; yet this is the one thing which saved him from being a mere villain and makes him a hero. If he was a traitor, then his was the reason described by T. S. Eliot—"to do the right deed for the wrong reason". Eventually he will join the company of Edmund Campion and Roger Casement, and will appear in radio programmes to remind us of Oscar Wilde's lesson that disobedience is man's original virtue.

## Ticket offer

TKTS is a scheme organized by the Arts Council to sell London theatre tickets at half price on the day of performance. A caravan is the corner of Russell Street and Market Piazza, Covent Garden, sells tickets from Monday to Saturday, 12 to 2 pm for matinees and 3 to 8 pm for evening performances.

Blackboards list the productions for which tickets are available on a given day. The organizers hope the scheme will prove as successful as a similar one has in New York.

## National Festival of Music for Youth

If you wish to take part in the 1977 National Festival of Music for Youth and The Schools Prom, please write for details to:

The National Festival of Music for Youth  
23a King's Road, London SW3 4RP

## A reasonably jolly journee

Frances Farrer

Last week's London Weekend Show (Sunday 1-15 pm) saw Janet Street-Porter heading 30 French teenagers around the West End. Her habitual energetic bonhomie got them through some trying situations: ordering meals, buying a leg of lamb for someone's gastronomic mother, working out the exchange rate. We discovered that Janet speaks a very singular sort of French, with cockney vowels. The visitors wisely stuck to English. They had come for a day trip from the C.E.S. Experimental Journeys in Culets, a mixed comprehensive with some subject stream-

ing. They arrived in London for lunch at an ethnic Macdonald's, hairy and it was soon clear that to shop-off they longed for most. Off they rushed after the inevitable records, Sheldons, jumpers, and Marquis Sprague ("where good Frenchmen spend their money"). Having the occasional glass of wine in between.

All this was competently filmed as a simple, unreluctant, interspersed with holiday snap stills. Ms Street-Porter giggled. Immutably. The whole thing came to life at the end when the French children met the English in a Kings Road coffee bar to their mutual fascination. The

conversation did not have time to get beyond pop groups, timetables, and comparative prices, but the degree of curiosity and friendliness, and the frequency of mutual conversation, was heartening. What was the point of it? Some clichés were reinforced: their good English, our bad French; their chic, our gauche; their wealth, our rotten currency. We did not learn much about the French teenagers in general or in particular. They probably did not learn much about us. But it was a reasonably jolly day, and made a reasonably jolly programme.

John Grozny

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